DOCUMENT RESUME

ED 170 538 CE 020 655

TITLE It's Working. . .Collaboration in Career Education.
INSTITUTION Office of Career Education (DHEW/OE), Washington, D.C.
PUB DATE Mar 79
CONTRACT 300-77-0423; 300-77-0424; 300-77-0425; 300-77-0426
NOTE 167p.; Photographs in this document will not reproduce well

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Career Education; Career Exploration; Elementary Education; Learning Activities; *School Community Cooperation; School Community Relationship; Secondary Education; Teacher Education

ABSTRACT

Designed for the collaboration between educators and community persons, this book contains thirty-eight staff training and thirty-four student career education activities. Following a table of contents that contains annotated descriptions of the activities, a two-page description of each activity is provided. Each description includes an activity overview, suggestions for using it, materials needed, evaluation data on its effectiveness, and an estimate of the cost involved. Examples of the training activities include these: educators and community persons jointly explore definitions of career education to determine the elements needed in their own definition of the term; educators and non-educators change places for a day to gain a better understanding of each other's work; and teachers identify ways to use community resources and design action plans for use in the classroom. Student activity examples include the following: using "yes" or "no" questions, elementary students try to guess the occupation of a "mystery" guest worker; through mock job interviews conducted by community persons, sixth grade students consider the importance of basic skills and those things which make a person employable; and with the aid of a resource person, students set up a mini-business to practice their skills and learn about careers. (JH)

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IT'S WORKING...

COLLABORATION IN CAREER EDUCATION

OFFICE OF CAREER EDUCATION
U.S. OFFICE OF EDUCATION

MARCH 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Preface

Collaboration between educators and community persons is one of the central concepts in career education. It is also one of the most difficult to implement. Shared decisionmaking, attitudes of mutual acceptance and diverse and creative use of community resources - all critical to successful collaboration - require considerable skill and effort among both educators and community persons.

In the summer of 1977, the Office of Career Education sought to demonstrate that, with effective training, educators could become true collaborative partners. Four communities were selected for the demonstration: Mesa, Arizona; Oxford, Massachusetts; Livonia, Michigan; and Portland, Oregon. In each community, a Community Education/Work Council had been established by the National Manpower Institute (under contract to the U.S. Department of Labor). In each community a group of educators and community persons existed that was actively involved in collaboration and anxious to do more. Yet in each community, many teachers and counselors were not involved. Each of the four communities was asked to train educators to improve their attitudes toward collaboration and to increase their collaborative activities.

At the end of the training, each of the four communities was asked to select examples of both training and resulting collaborative activities serving students. The examples were to be prepared as activity descriptions which could be useful to other practitioners beyond the four projects. These activity descriptions form the contents of this book. Each activity description contains the activity, tips on using it, materials needed, evaluation data on the effectiveness of the activity, and an estimate of the cost involved.

The activities are useful for several reasons. First, they work! Nothing is presented which has not been done and found successful. Second, the activities were designed, used, and written by educators and community persons, including classroom teachers and counselors. Thus, the activities are realistic and take into account the particular constraints and needs of potential users. There is no "pie in-the-sky" approach. Third, the activities can be easily generalized to other communities and schools. And fourth, the activities are all inexpensive. No one needs a big budget to do them.

The activities in this book are organized into two groups: staff training activities and student activities. A Table of Contents containing annotated descriptions of each activity and an idex of key terms help locate pages particularly suited to a given need. Each activity is described on two pages and is completely distinct from all other activities. Thus, the book need not be read from cover to cover to be useful.

As with all government publications, anything and everything in this book may be freely reproduced and shared. Indeed, the more the activities are shared with others - in a true spirit of collaboration - the more successful the authors of this book will have been in sparking a collaborative effort.

Special thanks is given to the Directors of the four collaboration projects and the many teachers, counselors, and community persons who wrote the activities which follow. This is their book.

Terry Newell
Office of Career Education

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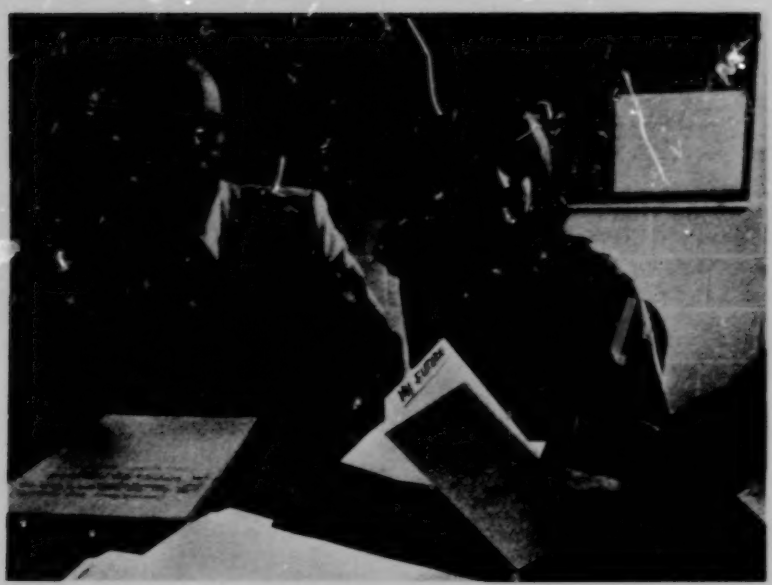
PART 1:
TRAINING ACTIVITIES

GETTING STARTED



Participants listen as one member of the "Getting Started" triad discusses his list.

ACTIVITY:

Participants (counselors and teachers) are asked to fold a 4 x 6 card into thirds. At the head of the first column each participant writes "my past." They are then asked to relax, close their eyes and recall their high school days...the building...the gym...classrooms...plans for college or a job...specifically, though, where were they heading career-wise? The middle column is headed "my present." Participants list two things they like and two things they dislike about their current work. The last column is headed "my future." In this space, participants follow the same pattern, thinking about and projecting where they would like to be in five years...geographically...career...leisure time, and so forth.

They are then asked to form triads. Each person takes a two minute turn describing his/her thoughts on "my past" until all three members have completed. This process is repeated through "my present" and "my future." Different triads may be formed for each segment.

As a result of this activity, participants gain an initial understanding of some of the reasons for and value of career education and the concept of collaboration in career education.

TIPS:

1. Have participants sit in moveable chairs and not around large tables, if possible.
2. Encourage participants to remain in their groups and that time will follow after the exercise to get coffee and take a break.
3. The workshop leader should move from triad to triad and listen to some of the sharings to get a feeling for the level of interaction. Insights can be shared by the total group at the end, and the workshop leader can facilitate this by saying, "I heard some very interesting and oftentimes similar things being said as I went from group to group like..." "What did you learn from your sharings?"

MATERIALS:

Hoyt,K.B., A Primer for Career Education, Washington: U.S. Office of Education, 1977 (ED-145-252).
4 x 6 cards

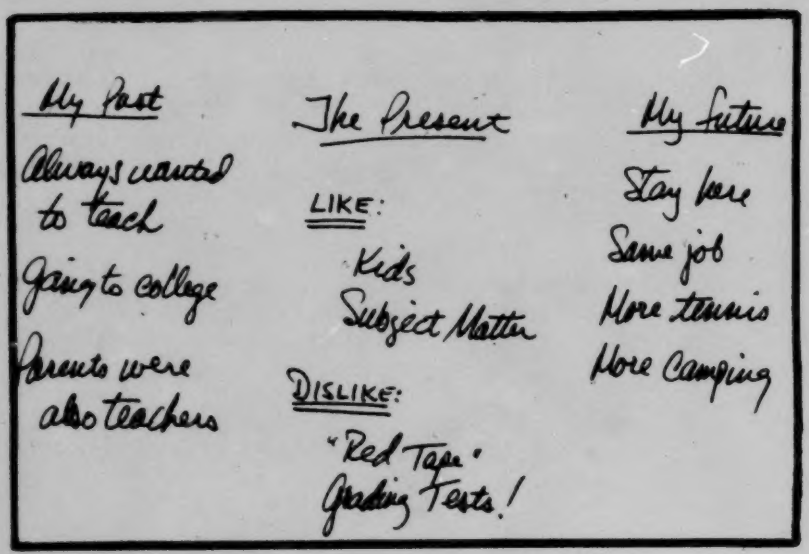
EVALUATION: None available.

COST:

School personnel were paid the local inservice rate of $4.83 per hour.
An outside workshop consultant organized the activities and conducted the workshop for a rate of $100.00 per day.

CONTACT:

David D. Amerman
Livonia Public Schools
15125 Farmington Road
Livonia, Michigan 48154



Sample of the 4 x 6 cards used by teachers in the "Getting Started" exercise.

MY KID NEEDS A JOB

Educators and community members exchange views concerning the employment of youth.

ACTIVITY:

Participants become aware of the various problems encountered by youth searching for work. Several of the following questions concerning the employment of youth are discussed by the participants: Why is it important to society that youth find employment? What methods do students use to find employment? What types of agencies or organizations do you think could be involved in developing solutions to these problems on the local level?" What specific types of programs would you like to see developed or modified to help solve these problems? Each question is discussed by participants in small groups. After five minutes, the small groups report their opinions and participate in a large group discussion. After the discussion, participants learn about the local programs that exist. (This exercise will vary with the locality in which this activity is presented.) Some federal programs are also listed in this exercise. These may include CETA (Comprehensive Employment Training Act), YCC (Youth Conservation Corps), and YEP (Youth Employment Program). These activities are designed to develop some understanding of the problems concerning the employment of youth. Current employment data on youth are then presented.

TIPS:

1. The presenter should accept all ideas discussed by the participants and not make a judgment on them.
2. Distribute a list of the questions to be discussed so that participants can refer to the questions and keep their discussions on the topic.

MATERIALS:

None available. (Locally relevant job source information should be made available to participants.)

EVALUATION:

Participants consisted of 60% educators and 40% community representatives. Elementary and secondary educators were equally represented. A more favorable attitude toward collaboration was shown by elementary educators - 90% found it worthwhile whereas only 61% of the secondary educators rated it worthwhile. Collaboration was considered worthwhile by 78% of the community representatives.

COST:

Approximately one hour of presenter time is required for this activity. A large room is also needed to seat participants at tables in small groups.

CONTACT:

Dr. Carolyn Raymond
Center for Career Development
Mesa Public Schools
549 North Stapley Drive
Mesa, Arizona 85203

Small, informal groups enable community members and educators to discuss opportunities available to today's youth.

WHAT SHOULD TEACHERS TEACH?

RANKING OF GOALS

1. Acquire basic skills in reading
2. Develop basic skills in mathematics
3. Be able to examine information and use it to reason logically
4. Develop habits and attitudes of good citizenship
5. Have positive attitudes toward work
6. Have skills that are useful in the work world
7. Be able to speak effectively
8. Have a positive self-image which includes knowing own personal characteristics, abilities, values, and interests
9. Develop basic skills in writing
10. Demonstrate good work habits
11. Develop habits of good health and physical fitness
12. Know the basic skills of family living and home management
13. Understand how those things learned in school relate to the work world
14. Be able to find and use information that will help in planning a career
15. Develop an understanding of history, economics, and other social sciences

Ranking of top fifteen goals by one large group of community residents.

ACTIVITY:

Participants rank 21 educational goals by putting 21 printed cards that are distributed to them in order of importance. One goal is printed on each card. The goal considered most important is at the top with the second most important being second from the top, etc. When these goals have been put in order of importance, rubber bands are put around the cards and the bundles are collected by staff members. While the participants are on a break or after an extended period of time, the results of all the participants are tallied according to various groups represented. The tallied results are distributed to the participants. The results are reviewed and the answers given by different groups (i.e. elementary educators, secondary educators, community members, and other groups in attendance) are compared. Then the session is opened to large group discussion.

The purpose of this activity is to reveal and compare curriculum goal priorities of the various groups represented, especially as non-career education goals relate to career education goals.

TIPS:

1. Give explanations, if any, concerning likenesses and differences of rankings by various groups represented in the workshop.
2. Point out that many general education goals are also career education goals.

MATERIALS:

1. "Directions for Goal Cards - Linkage Module 7" (Mesa Public Schools, 549 North Stapley Drive, Mesa, Arizona 85203).

EVALUATION:

Participants consisted of 60% educators and 40% community representatives. Elementary and secondary educators were equally represented. A more favorable attitude toward collaboration was shown by elementary educators - 90% found it worthwhile whereas only 61% of the secondary educators rated it worthwhile. Collaboration was considered worthwhile by 78% of the community representatives.

COST:

Approximately 30 minutes of trainer time is required for this activity. A large room with ample space for participants at tables is also required.

CONTACT:

Dr. Carolyn Raymond, Director
Center for Career Development
Mesa Public Schools
549 North Stapley Drive
Mesa, Arizona 85203

Educators and community members discuss the goals of education.

DEFINING CAREER EDUCATION

Participants exchange opinions concerning career education in the community.

ACTIVITY:

Educators and members of the community explore the complexities with respect to the definition of career education. Career education is presented as a vehicle for assisting the basic skills, enhancing basic work habits, gaining an understanding about the world of work, increasing awareness of educational opportunities and economics, developing decision-making skills, and instilling work values. The differences between vocational education and career education are noted in this lecturette. Vocational education focuses on entry level skills, helps students get into the marketplace, and emphasizes preparation for work in a world of paid employment. Career education focuses on the relevancy of current school learning to work, emphasizes career awareness and exploration, and focuses on decision-making skills, the value of work, discipline of work, work habits, and interpersonal skills. Then, other career development definitions are described. After these definitions have been described, participants indicate how strongly they agree that each concept should be included in the definition of career education. The answers given by educators and those given by community members are compared and contrasted. This exercise is the basis for large group discussion concerning how various groups visualize career education in their schools.

TIPS:

1. If transparencies are used on an overhead projector, definitions that are given will be understood more clearly.
2. All ideas are acceptable and should be heard.

MATERIALS:

1. "Career Education Statement" (Mesa Public Schools, 549 N. Stapley Drive, Mesa, Arizona 85203).
2. "What is Your Definition of Career Education?" (Mesa Public Schools - see above address).
3. Hoyt, K.B., A Primer for Career Education, Washington, D.C.: U.S. Office of Education, 1977 (ED-145-252).
4. Hoyt, K.B., Refining the Concept of Collaboration in Career Education, Washington, D.C.: U.S. Office of Education, 1978.

EVALUATION:

When asked to define the difference between vocational education and career education, 44% of educators did so correctly on the pretest while 77% were correct on the posttest, showing a gain in understanding by one-third of educator participants.

Twenty-eight percent of community participants reported a high understanding of the meaning of career education prior to this session while 64% reported a high understanding following this session, a gain of 36%.

COST:

Approximately one hour of trainer time is needed for this activity. A large room is required to seat participants around tables.

CONTACT:

Dr. Carolyn Raymond, Director
Center for Career Development
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549 North Stapley
Mesa, Arizona 85203

Participants consider the relevancy of subjects that are currently taught in school.

WHY WORK?

Participants list job satisfiers and job dissatisfiers in their study of work.

ACTIVITY:

Educators and community members explore the reasons people work. Personal inventory sheets are distributed and all participants answer the following questions: What does job satisfaction (job dissatisfaction) mean to you? In what kinds of jobs have you experienced satisfaction (dissatisfaction)? What made these jobs satisfying (dissatisfying)? Small groups of participants compare and discuss their personal inventories. After 15 minutes, each group of participants develops a list of what they perceive to be the five most important job satisfiers and the five most important dissatisfiers. After 20 minutes, a group member reports out his/her group's lists. In a large group discussion, similarities and differences between the educators' view of work and that of the community members are noted. Finally, small groups of educators and community members discuss student satisfaction using the following questions for guidelines: What activities produce satisfaction for students in your opinion? What makes these activities satisfying? The groups attempt to equate these reasons for working with the reasons students give for participating in other activities. One person from each group reports their conclusions. Similarities and differences between the opinions of the educators and the community members are noted.

TIPS:

1. Seat participants in small groups at tables to facilitate small group discussion.
2. Design and distribute personal inventory sheets containing the questions that appear in the activity description.
3. Design and distribute question sheets containing the questions concerning student satisfaction that appear in the activity description.

MATERIALS:

1. "Why Work?" by Scott Fry, Staff Development Consultant (Mesa Public School, 549 North Stapley Drive, Mesa, Arizona 85203).
2. "I Like to Play Golf", The 1978 Annual Career Education Handbook for Trainers (Palo Verde Associates, 2032 East Riviera Drive, Tempe, Arizona 85282).
3. Super, Donald E., Career Education and the Meanings of Work, Washington, D.C.: U.S. Office of Education, 1976 (ED-128-593).

EVALUATION:

Participants include 55% educators, 23% community representatives, and 22% students. On pre and posttests, almost 75% of the participants answered at least 70% of the posttest questions correctly, whereas only 11% of the participants answered at least 70% of the pretest questions correctly. Determining the factors that contribute to job satisfaction was considered meaningful by 87% of the participants.

COST:

Approximately 50 minutes of trainer time is required for this activity. A room large enough for all participants to be seated at tables is also required.

CONTACT:

Dr. Carolyn Raymond, Director
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549 North Stapley Drive
Mesa, Arizona 85203

A group reporter reviews a list of reasons given for working that the group designed.

TALKING "UP FRONT"

Panelists look on as one young lady shares her views on the importance of a good attitude as a primary employability factor.

ACTIVITY:

Representatives from labor, business, industry and youth present answers to questions dealing with employment and employability. The questions, from an audience of educators and community members, are written and submitted to the panel on cards. Examples are "What is the free enterprise system?" "How can the school district and industry work together to make certain youth are receiving the necessary skills for employability?" In addition, audience participants ask questions about the occupational outlook, employer-employee problems, the importance of community skills and the role of the schools in teaching values. Ample time for audience-panel interaction is allowed.

TIPS:

1. The panel, which is representative of community segments, must be thoroughly prepared with regard to your expectations.
2. A strong, skillful moderator, preferably not an educator, is required to keep the process on target and moving.
3. Topics to be discussed should be originated by the various groups participating in the discussion, collected and synthesized by the person in charge of the program.

MATERIALS:

Hoyt.K., A Primer for Career Education,1977 (ED-145-252).

EVALUATION:

The participating audience responded to the panelists' presentation in written evaluations. The audience was particularly interested in the perceptions of panel members with regard to career education. The audience was also asked to state which aspect of the presentation was most/least valuable and to offer suggestions for future programs of this nature.

An opportunity to talk directly with representatives from the working community was overwhelmingly seen as the most valuable component. Suggestions included: have a series of mini seminars several times per year, arrange for educators/business and industry personnel to trade places for a day.

COST:

The participating audience was paid $4.83 per hour ——————the going inservice rate for the school district. The moderator was given an honorarium of $100.00.

CONTACT:

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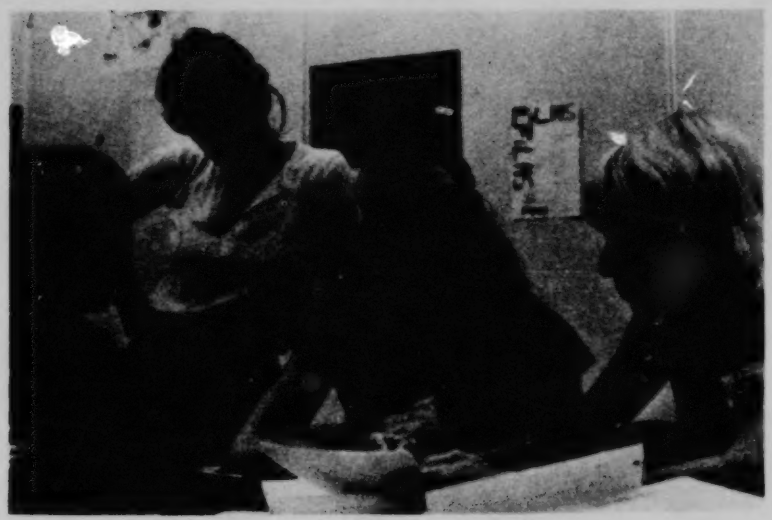
Livonia, Michigan 48154

Panel members listen attentively to audience questions regarding the collaboration of business/industry/schools in the career education of youth.

TODAY'S CURRICULUM



Participants "brainstorm" and write their ideas regarding the relevancy of today's curriculum.

ACTIVITY:

Educators, businesspeople, and community members discuss the following questions, in pairs, for five minutes: What skills do you now use in your work (paid or unpaid) that you learned while you were in grades K-12? Think back to when you were in school. How relevant, at that time, were the things you were learning? Following these paired discussions, participants form small homogeneous groups according to grade level or subject area. Groups "brainstorm" and record on butcher paper tablets their answers to the following question: What things did you learn in school that you have not, as yet, really used? After three minutes of brainstorming, each group reports their answers. The presenter should point out that although it is important to emphasize the utilitarian value of things taught in school, sometimes learning is useful for learning's sake.

In the next part of this activity, small groups discuss this question: How relevant is our curriculum today for preparing youngsters to function in society in the year 2025? After five minutes of small group discussion, each group is invited to share their ideas on this topic.

TIPS:

1. Put discussion questions on overhead projector for a clearer understanding of task.
2. Set up a butcher paper tablet with a marker on an easel so that each group can record their ideas for everyone to see.

MATERIALS:

1. "How Does the Curriculum of Today Relate to Current and Future Living -S27", The 1978 Annual Career Education Handbook for Trainers (Palo Verde Associates, 2032 East Riviera Drive, Tempe, Arizona 85282).
2. "Rules for Brainstorming" (Mesa Public Schools, 549 North Stapley Drive, Mesa, Arizona 85203).
3. Herr, E.L. and Cramer, S.H., Conditions in Education Calling for Reform: An Analysis, Washington, D.C.: U.S. Office of Education, 1975 (ED-109-508).

EVALUATION:

When asked to define "subject relevancy" on a pretest, 33% of elementary teachers and 40% of secondary teachers did so correctly. On the posttest, 80% of elementary teachers were correct and 71% of secondary teachers. This shows a gain of 47% for elementary, 31% for secondary, or an average improvement in understanding the concept of "subject relevancy" for 40% of the educator participants.

COST:

Approximately 30 minutes of trainer time is required for this activity. Also, a room with ample space to seat participants at tables is required.

CONTACT:

Dr. Carolyn Raymond, Director
Center for Career Development
Mesa Public Schools
549 North Stapley Drive
Mesa, Arizona 85203

Participants listen while an individual shares some concerns about the current school curriculum.

LIFE ISSUES

A discussion of life issues 17-18 year olds will confront draws a lively response from participants.

ACTIVITY:

There is a potential conflict between career education and "back-to-basics" that needs to be resolved if educational change is to succeed. One businessman concerned with both issues, but who does not see a conflict between the two, developed an effective activity to show the relationship between the two. The activity involves a group of educators and community persons.

The group (of any size) is asked to separate into small work groups of approximately 5-6 people and each group is asked to develop a list of responses to the following question: What issues, large and small, do you think a 17-18 year old will be confronted with over the next decade? After each group has developed their list, the composite lists are put on a blackboard. The next question the groups are asked to develop answers to is: Given the list of issues a 17-18 year old will be confronted with, what types of skills, knowledge, and understandings would this young person need in order to cope with these issues?

After this question is answered, and a composite list developed, the group is asked what type of educational process needs to be developed to equip the young person with the identified skills. At the end the group leader matches the lists with basic sets of career education learner outcomes and shows the linkage between career education and "back-to-basics."

TIPS:

1. The group leader should not give any "hints" to lead the group in the "right" direction, but let them go on their own.

2. Repeat the question several times so that the group totally understands it; elaborate on the original question by telling the group: "There are_____thousand students graduating from our high school this year. Some are going straight to work, some to college or other training, etc. Given your own experience, what issues do you feel all these students will face over the next decade?"

MATERIALS:

Large chalk board or newsprint.

EVALUATION:

Short, written questionnaire at the end of the activity, showed that participants learned that skills taught through career education programs incorporate all basic skills: (math and English). They also learned that the board definition of career education makes this program relevant to the college-bound student as well as those going straight to work.

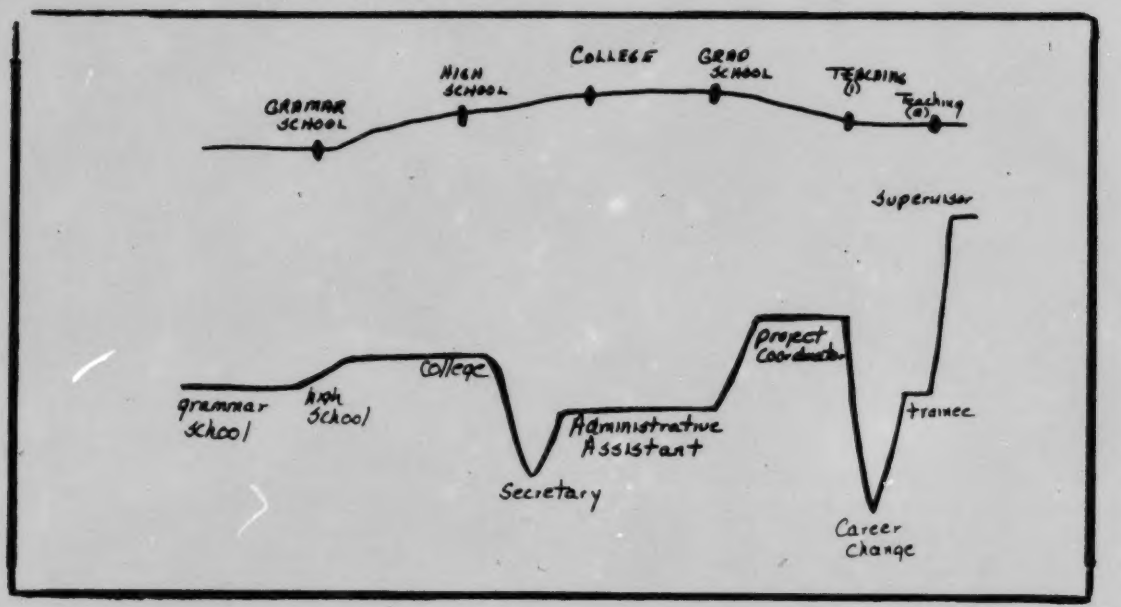
COSTS.

No costs involved.

CONTACT:

Mr. William Densmore
Vice President & General Manager
Norton Company
One New Bond Street
Worcester, MA. 01606

LIFELINE CAREER PATHS



Contrasting lifelines of educators and non-educators.

ACTIVITY:

Create small groups of an equal number of educators and noneducators (6-8 per group is best). Instruct each participant to list on a piece of paper all the different jobs that he/she has held.

Give participants large sheets of paper and crayons or magic markers. Ask them to draw a "life-line" marking on it the different jobs held. (Other items that can be included on the life-line include schools and workshops attended, decision points and other significant events.)

Then pair off one educator with a noneducator and have them share the career paths. Items to be discussed can include: Comparing, experiences and "jobs". On a paid or unpaid basis, looking at different means of acquiring jobs, e.g., through friends, advertising , placement office, etc., and examining what are traditional and non-traditional jobs for men and women. Leave time at the end for general observations and comments.

TIPS:

1. Since noneducators tend to have more varied work experiences, they may need more time. The other suggested items can help educators fill in their experience.

MATERIALS:

Newsprint, crayons, magic markers.

EVALUATION:

Increased awareness of traditional career paths of educators can show need for bringing in noneducators to talk about the world-of-work.

COSTS:

None.

CONTACT:

Robert J. Sakakeeny
Executive Director
Worcester Area Career Education Consortium
Suite 350 Mechanics Tower
Worcester, MA. 01608

LET'S TRADE PLACES

Here a teacher and hotel employee exchange career information prior to "trading places" for a day.

ACTIVITY:

As part of a workshop, participants meet in small groups of six. In each group are one non-educator and five educators. After the workshop leader gives an overview of the concept of a Work-Education Exchange, the individual groups discuss the practicalities of such an exchange and how it could enhance both the resource site and the school. School personnel have an opportunity to change groups four times and discuss the program with different resource persons; representatives from resource sites include areas such as hotel/motel management, state police work, insurance, Ford Motor Company, a psychologist, and so forth.

Each education participant then makes arrangements with resource persons of choice to trade places at work for a day. The resource takes over the educator's classes while the educator is hosted by the resource site. Fellow teachers and counselors provide adequate supervision and assistance in the classroom. Both participants then relate their experiences to their respective work sites. Students follow up with career exploration visits to the work sites.

TIPS:

1. Involve a range of non-school resources so that school personnel can relate their subject area to at least one resource site.
2. Involve school administrators adequately in preplanning activities so that they understand the need for teachers to be out of the building and will support teachers in the Work-Education Exchange Program; in this way, administrative details can be worked out prior to the workshops and exchanges and questions relating to these issues can be fielded at the workshop.
3. Review the "collaboration vs. cooperation" concept with the total group during some point in the workshop. Kenneth Hoyt's Career Education Primer is a helpful resource to have available.
4. Have forms available so that plans can be put into writing and turned in to workshop leaders.
5. The total school staff must be oriented to these exchanges and develop a willingness to volunteer their time to host the resource person. If they know that they have an opportunity to participate, they will usually do so.

MATERIALS:

Kenneth Hoyt's Career Education Primer was distributed to workshop participants. (Hoyt, K. B., A Primer For Career Education, U. S. Office of Education.)

Set of overhead transparencies depicting Hoyt's specific comments on "collaboration vs. cooperation" from the pamphlet listed above.

A written explanation of the Work-Education Exchange.

Forms were made to facilitate interaction between educators and work resource persons.

EVALUATION:

Participants, both educators and non-educators, rated the activity as excellent and requested more of such experiences.

COST:

School personnel were paid the local inservice rate of $4.83 per hour.

An outside workshop consultant organized the activities and conducted the workshop for a rate of $100.00 per day. No additional costs were incurred.

CONTACT:

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15125 Farmington Road
Livonia, Michigan 48154

RESOURCES AT YOUR DOORSTEP

Workshop coordinator discusses the advantages of using community resources to enrich school programs.

ACTIVITY:

A workshop designed to inform teachers of available community resources and how to effectively utilize them was held in a local high school. Two teachers planned and implemented the workshop on a voluntary basis. The workshop was held after school and teachers and business people were invited to attend.

Local businesses displayed materials and, in some cases, products. Businesses provided pamphlets and other information for participants to take with them. For example, Proctor and Gamble Co. sent a filmstrip, "The Advertising Story," to be shown during the workshop. The company provided each participant with a kit containing the filmstrip and a teaching manual for use with high school students. Several businesses sent representatives to interact with teachers and answer questions. The keynote speaker was a leader in the local business community.

As a result of this activity, the teachers involved have increased the use of community resources through efforts such as using materials supplied by the community businesses and inviting business persons to serve as speakers in their classes.

TIPS:

1. Make teachers aware of the upcoming workshop well in advance.
2. Have two teachers share planning and conducting the workshop.

MATERIALS:

Obtain pamphlets, booklets, brochures, filmstrips and records from local business people, financial institutions, public service agencies and utility companies.

EVALUATION:

A questionnaire was completed by workshop participants. Through the questionnaire, we attempted to learn their feelings about the time schedule, presentations, interest of material presented, materials on display, etc. All of the participants indicated that the workshop provided them with valuable and useful information.

COST:

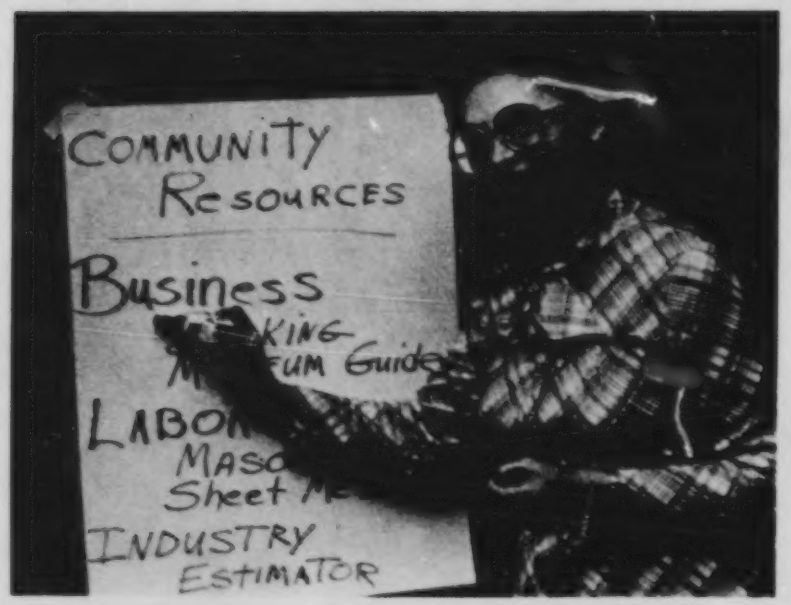
Free materials provided by companies

CONTACT:

Darrell Tucker
Washington High School
531 S.E. 14th Avenue
Portland, OR 97214

Sharon Himes
Normandale Primary School
909 N.E. 52nd Avenue
Portland, OR 97213

DREAM A LITTLE



Community resources are brainstormed, then shared with the total group.

ACTIVITY:

As part of a workshop, teachers are familiarized with some of the school district's past efforts toward identifying and organizing community resources for classroom use. Of major significance is the Community Resource Guide which helps teachers locate speakers, field trip sites, and career exploration opportunities. Teachers review the guide then break into small groups according to subject area. They are asked to "dream a little;" i.e., to brainstorm new ways in which to use community resources in teaching their subjects. What additional resources could be added? As an example, foreign language teachers may identify international airlines, import-export companies, translation services, international institutes in the area, travel agents who were bilingual or multilingual, tourist guide services, and so forth. A recorder lists all the ideas on banner paper for later sharing with the total group. In addition, all lists should be typed and distributed to workshop participants as a follow up.

Before leaving the workshop, each participant is asked to make a commitment to locate and interview two needed resources relative to their subject areas. The resources should be added to the Community Resource Guide.

TIPS:

1. The workshop consultant provided teachers with samples of community resources related to subject areas at the beginning of the workshop.
2. Provide participants with ample time to meet in their small groups to generate data and allow follow-up time for the small groups to share with the total group.
3. Have sample blank forms from the district's community resource guide ready so that when participants leave, they can immediately begin contacting/interviewing resources from their subject area.

MATERIALS:

Magic markers and banner paper; Community Resource Guide.

EVALUATION:

Workshop participants turned in an average of three new resources complete with an evaluation of their utilization.

COST:

School personnel were paid the local inservice rate of $4.83 per hour. An outside workshop consultant organized the activities and conducted the workshop for a rate of $100 per day.

CONTACT:

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15125 Farmington Road
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CLUSTER A: Agricultural Business & Natural Resources

Botanist	5
Farmer	6
Florist	1,2,3,6
Gardener	5
Landscaper	4
Maintenance Worker	4
Nature Guide	5,6
Salesperson	1,2,3
Truck Driver	4

CLUSTER B: Business & Office

Accountant	2,3,6,7
Banker	2,4,6,9
Bookkeeper	1,3,5,8,9
Certified Public Accountant	2,10
Clerk	1,2,3,4,5,6,7,9,
Guide, Museum	6
Manager	2,4,6,8,9

Table of Contents from the Community Resource Guide is given as an example of the variety of resources available.

USING THE COMMUNITY

Educators record ideas for using community resources to expand classroom learning.

ACTIVITY:

Participants are given projects, designed to encourage the use of community resources, to complete over a specified period of time - such as a summer. Participants are directed to design a log booklet and record activities or ways in which community resources can be used to enhance and expand classroom learning. The small groups are encouraged to begin their log booklets by entering two or three ideas while they are in this group setting, so that help can be given to those who need it. The log booklet consists of plans for increasing community/school collaboration as well as an indication of which plans for increasing community/ school collaboration will be shared with the other participants at the next meeting. A day and time are set for the next part of the session and participants are dismissed.

At the next session, participants gather in the same groups and report some of the ideas that they have recorded in their log booklets. The community leaders from each table report to the entire group on the progress of the educators at their tables. A discussion between participants should follow. Educators are directed to share their ideas and to use these ideas from their log booklets in their classes.

TIPS:

1. Encourage discussion by accepting all ideas.
2. Set a meeting time for the second part of the session that is convenient for everyone, if possible.
3. Provide participants with blank paper.
4. Set date for second session at least three weeks after the date of the first session.

MATERIALS:

None available.

EVALUATION:

One hundred percent of community participants stated that the teachers' ideas as recorded in their log books were worthwhile.

When asked whether they would definitely use community resources more frequently as a result of "Project Linkage", 98% of educators agreed they would; 2% said they were already using them quite often.

COST:

Approximately 20 minutes of trainer time is required for the first session of this activity. One hour of trainer time is required for the second session. A large room with ample space for participants at tables is needed.

CONTACT:

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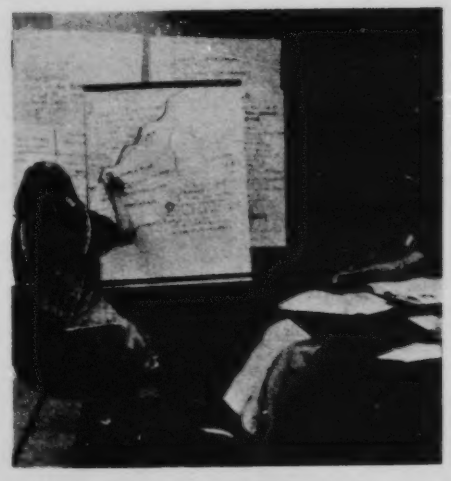

Participants consider some ideas to use in their own log booklets.

ALL ABOUT SOUP

Participants discover the vast number of topics on soup cans.

ACTIVITY:

Participants understand how to make classroom learning more relevant to the real world of work. Pairs or small homogeneous groups of participants are given cans of soup. Participants are then directed to generate as many topics as possible related to a real world product, such as a can of soup. As the topics are called out, ask a volunteer to record them on a blackboard. Topics related to a can of soup may include volume, marketing, graphics, chemicals, math, etc. A discussion follows concerning the need to use real world application in the classroom. The advantages of using real world applications are discussed. These include motivating students to learn, better preparing students for life in the world of work, and making teaching and learning more exciting.

After the discussion, small groups list ways that educators and community members can work together to help increase the relevancy of what we are teaching our youngsters on a daily basis. Groups report their findings and discuss the topic.

The purpose of this activity is to demonstrate how real world applications can be included in classroom teaching.

TIPS:

1. Assign group leaders at each table to keep discussions going on the topic being studied.
2. Keep the discussion going fast.
3. Bring lots of soup cans for this activity. At least one can is needed for every three participants.

MATERIALS:

1. Idea for this activity gleaned from ACTION workshop conducted by Pima County. Contact Dr. Joyce McKay, Director, Pima Developmental Career Guidance Project, 2302 East Speedway, Suite 210, Tucson, Arizona 85719.

EVALUATION:

When asked to name everyday activities relevant to eight given classroom-taught skills, elementary educators gave an average of 5.8 correct responses on the pretest, and 7.1 correct responses on the posttest. Secondary educators showed a similar gain by scoring an average of 5.0 correct responses on the pretest, and 6.9 on the posttest.

COST:

Approximately 30 minutes of trainer time is required for this activity. Also, a room with ample space to seat participants at tables is required.

CONTACT:

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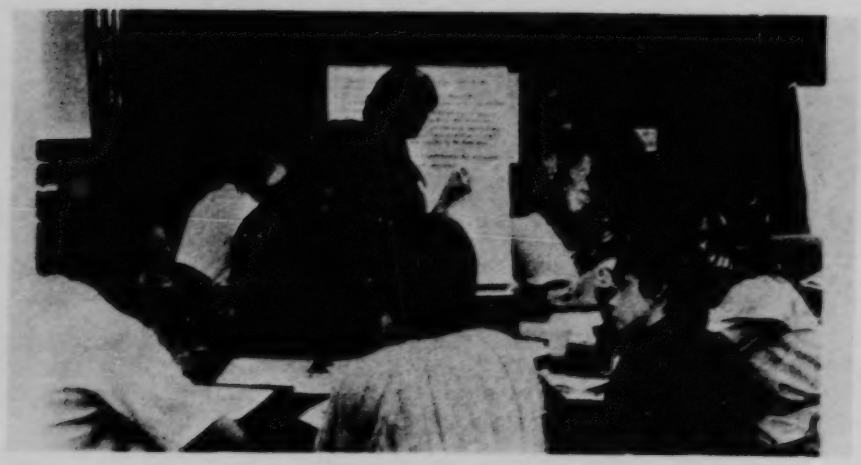
549 North Stapley Drive
Mesa, Arizona 85203

The advantages of using real world examples in teaching are discussed.

THE FREE LEARNING LAB



The group brainstorms ways to use the community as a learning resource.

ACTIVITY:

Educators and community representatives, in small groups, begin this session by discussing the following questions concerning their own school experiences with using the community as a learning laboratory:

- When you were in school, kindergarten through twelfth grade, how did your teacher use the community as a learning laboratory?
- Is there a need to more effectively utilize the community as a learning laboratory?

Five minutes are allowed for the small groups to discuss each question. Following this exercise, a lecturette is given by the presenter concerning the use of the community as a learning laboratory. Bringing the world into the classroom and sending students into the community for a reality check are cited as meaningful ways to provide teachers with an added dimension in teaching. Following the lecturette, participants at each table brainstorm, in two minutes, a list of ways to use community resources as a learning experience. A prize is given for the longest list. The prize encourages participants to use brainstorming techniques, which emphasize quantity and creativity, to generate the lists. The lists are shared with the total group and procedures for obtaining community resources are discussed.

TIPS:

1. Review "Rules for Brainstorming."
2. Assign a recorder for brainstorming by asking that the person at each table who is closest to the presenter be the recorder.
3. Set up an easel, butcher paper tablet, and black marker for each table of participants to record their brainstorms.
4. When the lists are shared, ask each group to report one idea then return to each group for another idea, etc. until all ideas are shared.
5. Put discussion questions on an overhead projector so that participants can refer to them easily.

MATERIALS:

1. "Rules for Brainstorming" (Mesa Public Schools, 549 North Stapley Drive, Mesa, Arizona 85203).

EVALUATION:

When asked to list ways to use the community as a learning resource, teachers gave an average of 2.7 ideas before the session and 3.9 ideas following the session, or an increase of 1.2 ideas per educator. (Elementary teachers pretest 2.5, posttest 4.5; secondary teachers pretest 2.9, posttest 3.4.)

One hundred percent of community participants agreed that brainstorming uses of the community as a learning resource was worthwhile.

COST:

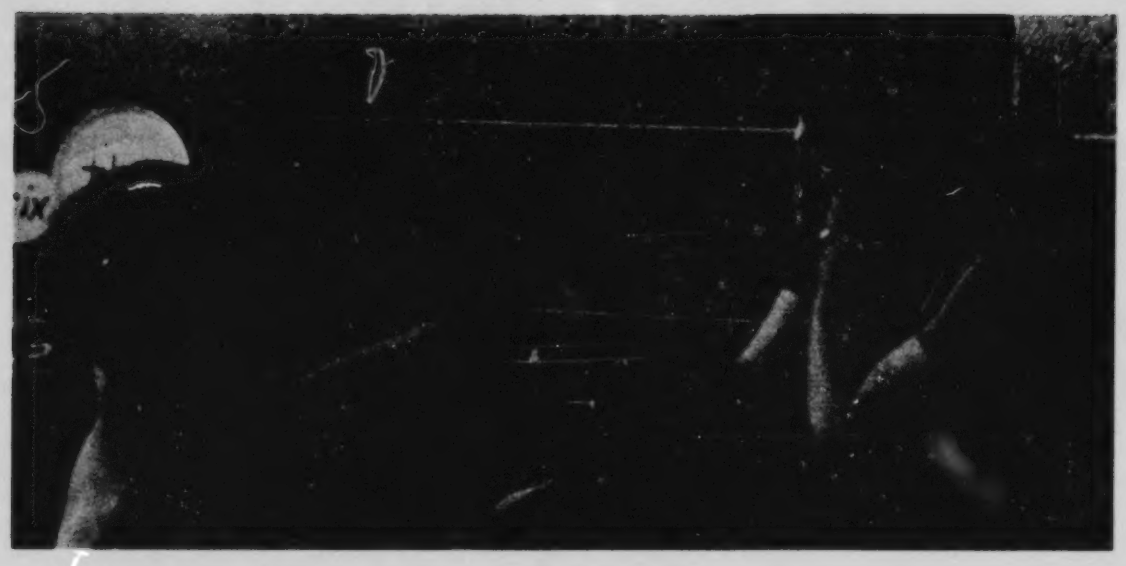
Approximately one hour of presenter time is required for this activity. A large room with ample space for one table for every five or six invited participants is needed.

CONTACT:

Dr. Carolyn Raymond, Director
Center for Career Development
549 North Stapley Drive
Mesa, Arizona 85203

Participants share their own experiences as students in school.

THE PARENT CONNECTION



Parents are career resource people too!

ACTIVITY:

There is value in having parents act as resource speakers at your elementary school. We sent letters to parents asking them to help us provide students with knowledge about the real world of work by participating in one or more of the following ways:

1. Speak to a group about your occupation.
2. Recommend and help plan a field trip to your job.
3. Work with a teacher on the development of a classroom project.
4. Work on a project with children in a classroom.
5. Talk to a class about your use of leisure time, hobbies, etc.
6. Name a resource person in the community who does not have children but may be interested in helping in any of the above ways.

With the parent's permission, let your class know where he/she lives, what grade his/her child is in and (if you are really lucky) that he/she attended this very school. Remember that parents can be one of our most important linkages to community resources.

TIPS:

1. Help parents plan and set up their presentation and let them know what you desire in terms of dress, tools and topics.
2. Set a time limit and stick to it; the parent may have to get back to work.
3. Do not leave the room or sit at your desk correcting papers--stay with the parent.
4. Be sure to have the children write a thank you letter; you will probably want that parent back next year.

MATERIALS:

Letters to parents

EVALUATION:

Parents have been very cooperative and the students have been involved in a variety of activities as a result of parent visits. Students increased their knowledge of occupations and the skills, education, tools and dress required to perform different jobs, as indicated in their class discussions.

COST:

Paper for duplicating letters--$2.00

CONTACT:

Dan McDevitt
16612 S.E. Taylor Street
Portland, OR 97233

WHAT DO YOUR PARENTS DO?

What do your parents do?

ACTIVITY:

A Citizen's Resource Group formed at one of the local school systems consisted of parents, local employers and interested teachers.

The group decided to survey students' awareness of the world-of-work by quizzing their own children's knowledge or that of neighborhood children. The group began by asking questions about their own occupations - what did the children know about what they did, for whom, where, etc.

The children were then encouraged to visit their parents or other adults at the place of work, and used this as a model for other students to go on specialized field trips.

The students involved then developed a questionniare to survey their peers' knowledge of the world-of-work, and compiled the results for the Resource Group's use.

TIPS:

1. Adults must feel comfortable with talking about their work.

2. Students may need to be instructed in interviewing techniques.

MATERIALS:

The survey developed by students asked questions about the work they do, where they do it, what they like most and least; and what advice would they give to someone entering the field.

EVALUATION:

Greater communication between parents and children about the world-of-work resulted from this activity.

COSTS:

None.

CONTACT:

Deborah Knox
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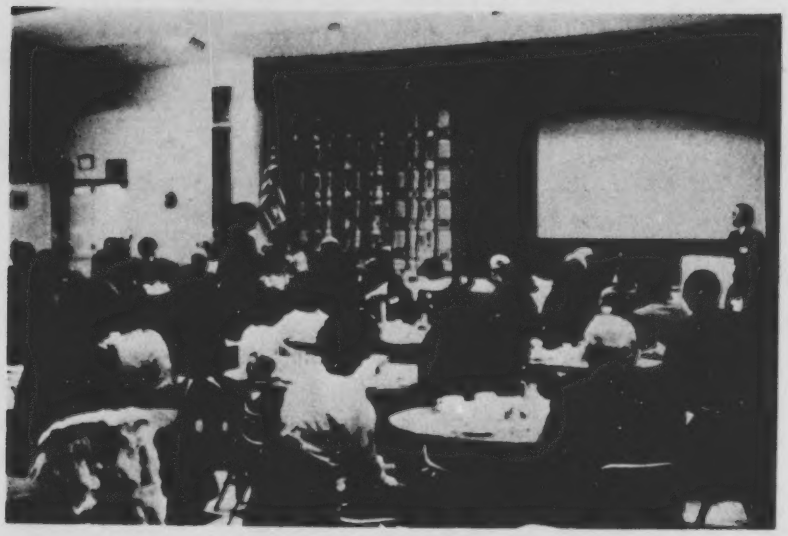
Worcester, MA. 01608

INTEGRATING AREA-WIDE RESOURCES



Over 150 community leaders attend kick-off luncheon.

ACTIVITY:

A community luncheon was sponsored by one of the school systems in the area for over 80 civic town and business leaders to meet the challenge of the school system to boost career education.

Community leaders were asked to indicate their willingness to participate in a variety of career education activities, and those willing to participate were listed in the Guidance Director's Office so that all requests for community involvement on the local level could be coordinated.

The Consortium's Community Resource Clearinghouse (which serves several school systems) consists of a comprehensive listing of community resources willing to participate in career education. The goal of integrating the town listing with the area-wide listing was met by personal interviews with employers. They were asked if they would be willing to collaborate with educators from several school systems. The choice, left to them, would determine local listing only, area listing, or both. The goal is to reduce multiple requests to them from a variety of sources.

TIPS:

1. A series of approaches - large luncheon, individual sign-up and then follow-up results in a real commitment to the program.

2. Integrating town resources with other area resources results in a comprehensive listing, but if they request limited usage, stick-to-it.

3. Develop system for exchanging information usage between town and municipal clearinghouse.

MATERIALS:

Background information on career education.

EVALUATION:

Development of a comprehensive clearinghouse can provide additional support to local activity, by lending credibility to concept and its application.

COSTS:

1. Materials - $25.00.

2. Follow-up transportation - 15¢/mile - staff time to be reimbursed. - 40 employers 10 -days.

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OCCUPATIONAL STEREOTYPING

Participants react with surprise to sex-stereotyping feedback exercise.

ACTIVITY:

The purpose of this exercise is to confront members of a school: community collaboration team with the assumptions they make about each other based on occupational title.

Prior to the meeting, the committee is formed into two (or four, etc.) sub-groups of equal size, with an attempt to put people who know each other in the same group. Before the members have a chance to talk with each other, they are split into the two groups. Individuals in one group are given the occupational titles of the members of the other group, and nothing else. The members of the first group have to determine which member of the second group is the teacher, personnel director, etc., without asking any questions.

After the identification is made, the group discusses what assumptions were made (e.g. why did they feel that an Executive Director of an agency was a middle aged male?), which leads to a further discussion of role stereotyping.

TIPS:

1. Members of group one are usually anxious about "making a mistake" and embarrassing themselves, so the exercise has to be started fairly fast.

2. A list of occupational titles can be given to the second group, so when they are identified they also have a chance to guess the occupation of the members from the first group.

3. If the team you are working with has members who all know each other, a variation is to pair off the group, and ask each to describe what they think the other's job description consists of.

MATERIALS:

Lists of the participants' occupational titles.

EVALUATION:

Participants enjoyed the exercise. It's a "fun" way to explore assumptions about what different people do for a living.

COST:

None.

CONTACT:

Robert J. Sakakeeny
Executive Director
Worcester Area Career Education Consortium
Suite 350 Mechanics Tower
Worcester, MA. 01608

SIDESTEPPING STEREOTYPES

A participant makes a point during a discussion on sex stereotypes.

ACTIVITY:

Community representatives and educators discover how sex stereotyping on a daily basis affects students, educators, and the community. Participants in this activity are presented with five examples of how innate physical differences yield assumptions about an individual's performance that are often invalid. These assumptions, in turn, frequently yield certain expectations of individuals that are unrealistic. The innate physical differences are presented to participants in the form of factual statements:

- People of particular racial groups have physical characteristics in common.
- Males and females are born with different physical characteristics.
- Males are physically stronger than females.
- Women, but not men, bear children.
- Women's bodies produce babies as well as the milk to nurture them during infancy.

Participants are encouraged to comment on these statements and discuss how stereotypes affect people's behavior. Participants consider activities that can be used in the classroom to counteract biased materials.

TIPS:

1. Encourage discussion by accepting all ideas and opinions generated by participants.

MATERIALS:

1. "Shortcuts to Use in Screening Curriculum Materials for Inequities" (Alleen Pace Nilsen, Wilson Hall, College of Education, Arizona State University, Tempe, Arizona 85281).
2. "Working with Library Media Specialists" (Alleen Pace Nilsen - see above address).
3. Five examples of innate physical differences with assumptions about the physical differences and expectations with regard to the assumptions. (Alleen Pace Nilsen - see above address).

EVALUATION:

Participant responses to the session were highly favorable. Some participant reactions: "It was helpful to me to see that teachers aren't stereotyping as much as they used to;" "The most helpful aspect of this workshop was listening activities useful in counterbalancing biased materials."

COST:

Approximately one hour of presenter time is required for this activity. A large room with ample space for seating participants at tables is also necessary.

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An individual records a group's ideas on stereotypes.

DISABILITIES: THINK POSITIVE

Participants consider their views toward disabled people.

ACTIVITY:

Participants learn about their own attitudes and reactions toward disabled people and view disabled people as capable workers. Participants read and follow the directions on a handout. The directions are as follows: "Suppose at noon today you might suddenly acquire one of the following ten conditions. These conditions include amputee, blind, cerebral palsy, cleft palate, deaf, emotionally disturbed, epilepsy, mental retardation, paraplegic, and stuttering. Place these conditions in rank order from most acceptable (#1) to least acceptable (#10)." Then, participants think about and discuss, in small groups, why they ranked them the way they did. Group members identify the underlying value systems, such as mobility or physical appearance, that they used to rank these conditions. A group leader, from each small group, reports the value systems used by that individual's group. An assistant to the presenter records the small group responses on the overhead projector. A large group discussion during the reporting session enhances participants' understanding of disabled persons by answering their questions informally and frankly.

TIPS:

1. Assure participants that there are no right or wrong answers and that their answers will not be collected.
2. Prepare handouts listing the 10 conditions described in the activity section. A short description may be added to each condition for further clarification concerning the limitations of a particular condition.

MATERIALS:

1. "The Ranking" sheet, handout one/M2
   "It's What You Can Do That Counts!"
   Center for Career Development
   Mesa Public Schools
   549 North Stapley
   Mesa, Arizona 85203

EVALUATION:

Participants included 36% guidance counselors, 26% businesspeople, and 38% disabled persons. According to 85% of the participants, the workshop had changed their attitude toward disabled persons. And, 92% of the counselors agreed that they would counsel disabled students differently as a result of this activity.

COST:

Approximately 30 minutes of trainer time is required for this activity. Also, a large room is needed with ample space to seat participants in small groups at tables.

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A group leader reports the ideas generated in a group discussion.

HOW TO DO IT

The group listens to an individual as an action plan that the individual has designed is shared.

ACTIVITY:

Small groups develop individualized action plans which can be implemented in classrooms. The action plans include student developmental level/area, implementation ideas, anticipated date of completion, human or material resources needed, and evaluation.

Individual participants list at least three possible ways in which the community and the school can interact in order to increase students' understanding of the world of work. Participants at each table may assist one another in this exercise. After 15 minutes, individuals select one of the ideas which they plan to use in their own classroom within the next month.

Participants work on their action plans for 30 minutes, then everyone shares their ideas with the large group. The purpose of this activity is to emphasize the importance of school-community collaboration in increasing students' understanding of the world of work.

TIPS:

1. Supervise small groups and individuals when participants have begun to write.
2. Supply action plan forms with the following headings: student developmental level/area, implementation ideas, anticipated date of completion, delivered by, material or human resources needed, and evaluation.

MATERIALS:

None available.

EVALUATION:

When asked to list four ways community resources could be implemented in the classroom, 60% of elementary teachers and 42% of secondary teachers were able to do so on the pretest; while 93% of elementary teachers and 67% of secondary teachers did so on the posttest; this is a median gain of 29%.

COST:

Approximately one hour of trainer time is required for this activity. A large room with ample space for participants and tables is also required.

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Participants design their own action plans for increasing students' understanding of the world of work.

COMMUNITY SHOWS SUPPORT

Group leaders report on the progress of their small groups.

ACTIVITY:

Educators are seated at tables in small homogeneous groups with a member of the business community as a group leader. Educators, in three minutes, each explain how they are implementing career education in their classes. When the educators in the group have explained how they infuse the concepts of career education, the group leaders form a panel in the front of the room. Each group leader describes his/her group with respect to grade level and subject areas represented, then the leader describes the major types of activities accomplished by the members of the group and outlines any common areas of concern. The group leader's own personal reaction to his/her group's activities are also encouraged. An open discussion between educators and businesspeople follows these reports.

The purpose of this activity is to help noneducators become aware of how educators implement career education in the classroom. The activity also provides educators with important feedback from businesspeople who are interested in promoting career education in the community.

TIPS:

1. Keep discussion on target and encourage positive and constructive comments.
2. Tape record the discussion. This activity yields useful criticism and excellent ideas from educators and business people.
3. Give group leaders a list of guidelines explaining what is expected of them.

MATERIALS:

None available.

EVALUATION:

When asked if their attitude toward career education had changed as a result of this session, 79% of elementary educators and 62% of secondary educators said it was more positive, 21% of elementary participants and 38% of secondary participants reported no change; no one reported a negative change.

Sample comments of educators related to the sharing activity were "I view the community as more anxious to help than before" or "some very constructive comments from industry". Comments from the community included "I have a better understanding of the teacher's role ..." and "very worthwhile workshop; helpful from a business aspect".

COST:

Approximately 45 minutes of trainer time is required for this activity. A large room with ample space to seat participants at tables is needed.

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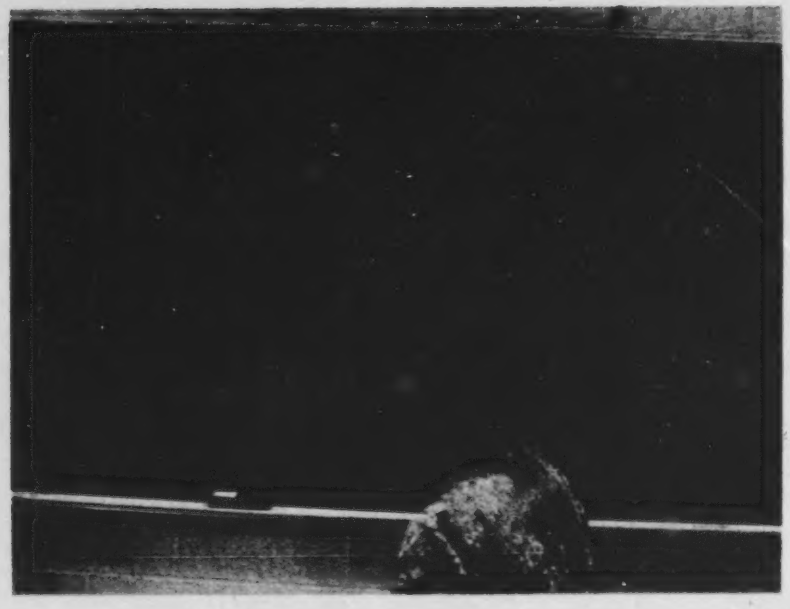
An educator explains how an activity can be used to infuse career education.

MAKING IDEAS WORK



Brainstorming ideas for infusing collaboration into the classroom.

ACTIVITY:

To assist teachers in translating their ideas into action, divide them into groups of four and carry out the following activity at a faculty meeting: One at a time the group will focus on the curriculum area of each group member for three minutes. During this time they will brainstorm and list as many collaborative activities as possible for their various classes. A facilitator can help get this process started by listing an idea or two to demonstrate; e.g., ask a credit union representative to speak to a math class about financing that first car for students, have math students visit a construction site to observe the multitude of ways in which math concepts are used.

At the completion of this activity, each teacher takes his/her list and codes it as follows: S--beside each activity he/she thinks at least 3 students would be interested in; P--if they know of a person to contact for the activity; G--if the contact is listed in the community resources guide; I--if more information is needed; W--if they can think of ways to integrate the resource into classroom activities; H--if they need help in integrating; +--for any activity they intend to do as an actual collaborative effort.

TIPS:

1. It would be possible to have persons from the same department sitting together. Depending on the group, this might be advantageous or it might not be.
2. It would be helpful if persons had some idea of what the brainstorming process is all about--that it is non-judgmental, that it seeks far-out zany ideas which can be tamed into real possibilities and that they should go for number, not quality at this point in the process.

MATERIALS:

Writing paper and pen or pencil.
Possibly resource books for reference (not necessary).

EVALUATION:

Charge the staff with the responsibility of making one contact during the month following the meeting. A follow-up check after our inservice indicated that all teachers had made some movement toward infusing an activity into their classroom. However, it was apparent that those teachers who had indicated on their original plan that they needed help (H) really did need an extra push to get started. Usually, just doing the follow up was enough.

COST:

None. Teachers are involved in this activity at a faculty meeting. Any staff member or member of the career education department may act as the facilitator.

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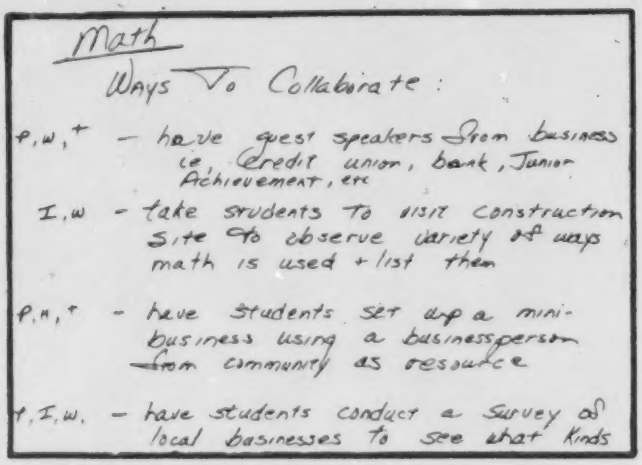
Emerson Junior High School
29100 West Chicago
Livonia, Michigan 48150



Math

Ways To Collaborate:

P, W, T - have guest speakers from business ie, Credit union, bank, Junior Achievement, etc

I, W - take students to visit construction site to observe variety of ways math is used + list them

P, H, T - have students set up a mini-business using a businessperson from community as resource

T, I, W. - have students conduct a survey of local businesses to see what kinds

After brainstorming ideas for infusing collaboration into a math class, the teacher codes each idea according to its status. (See Activity description)

MAKING DECISIONS

Participant shares some of her career decisions with others.

ACTIVITY:

Educators and community members study decision making with respect to career options. Participants, in pairs, discuss the following question: When you made your first career choice, was it mainly a proactive or a reactive decision? The presenter may explain that proactive decision makers weigh alternatives, consequences, and influences that affect choice while reactive decision makers let others make the decisions for them and weigh little the alternatives and consequences. After two minutes, each pair shares their findings with the total group. Note any similarities and differences between educators and community members. After this discussion, individual participants list on paper the good decisions, including career decisions, that they have made. On the back of the paper, participants list the poor decisions, including career decisions, that they have made. When this exercise is completed, the participants compare the good decisions, then the bad decisions. The presenter asks what characteristics are common in the good decisions, then in the bad decisions. Characteristics such as outside pressures from people or situations, time taken to make a decision, and the amount of experience in decision making may be mentioned. Finally, participants discuss methods of infusing decision-making skills into the curriculum.

TIPS:

1. Put a transparency of questions on the overhead projector so that the questions can be referred to easily.
2. Distribute blank paper for the participants to use.
3. Encourage discussion by accepting all responses.

MATERIALS:

1. "Proactive vs Reactive Decision Making - S47", The 1978 Annual Career Education Handbook for Trainers (Palo Verde Associates, 2032 East Riviera Drive, Tempe, Arizona 85282).

EVALUATION:

When asked to describe several ways decision-making skills can be integrated into the regular curriculum, participants gave an average of 1.8 correct responses on the pretest and an average of 2.5 correct responses on the posttest. This is a gain of .7 correct responses per person. This activity was considered meaningful to 72% of the participants.

COST:

Approximately 30 minutes of trainer time is required for this activity. A room with ample space for participants to be seated at tables must be available.

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Individuals share their own experiences in decision-making with the group.

WHAT PRICE ORANGES?

Where did these oranges come from?

ACTIVITY:

Some educators see infusing career education in classroom activities as very complex and difficult, and there is a need to demonstrate "how to" procedures to get over this mental barrier.

Three different types of oranges were purchased, one each from Florida, California, and Israel. A group of math and social studies teachers were asked to develop a joint educational unit using the three types of oranges, and were led through the exercise by a noneducator.

After quickly developing a math exercise (what is the price of each orange), a consumer exercise (which orange offers the best value), and a geography exercise (where do the oranges come from) the group felt they had completed their task.

The group leader then began asking some questions: Why did the orange that came the furthest distance cost the least? How did the oranges get there? Was there any difference in the mark-up of each orange? Was there any relationship between the mark-up of the orange and how it was displayed in the store? Etc.

The group then went back and designed a lesson plan which included bringing in noneducators to discuss factors such as: Variable costs of labor; variable costs of transportation; the effect of regulation on transportation costs, etc. Through use of the local yellow pages, resources were identified to respond to these questions.

TIPS:

1. Keep the pressure on the group by limiting the time for each part of the activity.

2. Make sure that the group leader does not have all the answers, so that the group is forced to seek the answers from outside sources.

3. Keep recording all the information on a chalk board or newsprint so that the group can see where the exercise is leading them.

MATERIALS:

Three different types of oranges (or any universal product), writing material, yellow pages, and chalkboard.

EVALUATION:

Written comments by the participants at the end of the exercise indicated a better understanding of the need for non-educators to be involved in curriculum design in order to answer all the questions generated by this exercise.

COST:

$2.79 (depends on season and locale) for oranges.

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Worcester,MA. 01608

TODAY'S LIFESTYLES

Participant lists internal and external factors that influence a person's lifestyle as it realtes to career choice.

ACTIVITY:

Educators and community members consider the concept of lifestyle as it relates to career choice. As an icebreaker, individual participants list 10 factors that affect a person's lifestyle. Through a lecturette, internal and external factors that influence lifestyle are reviewed. Internal factors include an individual's physical condition, education, abilities, interests, desire for a certain environment, economics, and beliefs. External factors that influence lifestyle may include social factors, such as discrimination or biases; economic factors such as supply and demand, specialization, and technology; or factors concerning an occupation itself, such as income, physical or mental pressures, leisure, and location. After this lecturette, participants compare the ideas that they listed with the factors just mentioned. A discussion follows on how occupations and lifestyles are interrelated and how the environment and individual potential interact to influence career development. Similarities and differences in educators' and community members' reactions to the following questions are discussed: As you reflect on your occupational choice, does it satisfy the things you want from life? What lifestyle would you like to lead and how does your career role (paid or non-paid) fit into it? Finally, participants identify ways the concept of lifestyle could be integrated into the curriculum.

TIPS:

1. Distribute blank paper for participants to use.
2. Encourage discussion by accepting all ideas and opinions.

MATERIALS:

1. "Lifestyles and Career Choice - S42", The 1978 Annual Career Education Handbook for Trainers (Palo Verde Associates, 2032 East Riviera Drive, Tempe, Arizona 85282).
2. "Factors Affecting Career Choice - S43", The 1978 Annual Career Education Handbook for Trainers (Palo Verde Associates, see above address).

EVALUATION:

When asked to describe several ways the concept of lifestyle could be integrated into the regular curriculum, participants gave an average of 3.2 correct responses on the pretest, and 4.0 correct responses on the posttest, an average gain of .8 ideas per person. This activity was considered meaningful by 80% of the participants.

COST:

Approximately 30 minutes of trainer time is required for this activity. A room large enough for all participants to be seated at tables must be available.

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Community members and educators discuss the similarities and differences of individuals' lifestyles.

ME AND MY SHADOW

A participant shadows a veterinarian for a half-day and observes surgery on a dog.

ACTIVITY:

Participants learn about the parent/adult shadow program first hand. A briefing is given on the types of activities that should take place before a parent/adult shadowing experience. Then each participant draws a slip of paper, with the name and address of a worker on it, from a hat. Each participant is directed to shadow a local person in the community for the next two hours and then return to the room. The same types of observation forms that are used by students when they shadow workers are given to the participants. In order to fill out these forms, the observer must know about the tasks being performed, which school subjects are needed for the work, and the subjects that are used by workers in various jobs.

When participants return at a designated time, they are seated homogeneously at tables according to grade level or subject area. A community leader is seated at each table. Participants at each table share their shadow experience with others at that table. After 15 minutes, the community leaders form a panel in front of the room and report their comments concerning the shadows. A large group discussion of the shadows follows.

TIPS:

1. The time of the shadow should be arranged with local workers, whose names appear on the papers used in the drawing, previous to this activity.
2. Group leaders should be briefed on their responsibilities as facilitators before the activity begins.
3. Distribute blank paper for taking notes.

MATERIALS:

1. "Observation/Interview Tools - 06, 07, 08", The 1978 Career Education Handbook for Trainers. (Palo Verde Associates, 2032 E. Riviera Drive, Tempe, Arizona 85282).
2. "Parent/Adult Shadowing" (Mesa Public Schools, 549 North Stapley Drive, Mesa, Arizona 85203).

EVALUATION:

Ninety-six percent of the elementary teachers reported their shadowing experience to be worthwhile; 4% were negative. One hundred percent of secondary teachers rated it worthwhile.

When asked if the discussion following the experience was worthwhile, 83% elementary and 98% secondary educators said yes; 17% of elementary and 2% of secondary teachers said no.

COST:

Approximately three hours of trainer time is required for this activity. (It largely depends on the location of the shadow sites in relation to the meeting room.) A large room wtih ample space for participants to be seated at tables is also required.

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A bank teller explains to her shadow the importance of computers in banking.

PARTICIPANT/SPEAKER DIALOGUE

A career speaker shares information about his work in a dialogue with participants.

ACTIVITY:

Participants study and consider the use of career speakers in the classroom, then are asked to generate questions for two speakers, who will be present soon. The background of each speaker is reviewed and participants are asked that their questions be related to things that they teach in class. Ten minutes are allowed for the generation of questions, then participants break into two groups, take their chairs, and form two circles at opposite ends of the room. A group facilitator at each circle introduces the career speaker and helps to keep the dialogue on the topic. After 20 minutes of dialogue, each worker goes to the other group and the process is repeated. Following another 20 minutes, participants form the original large group again for a reaction session: the advantages of this method versus having the speaker simply address the group as a whole are mentioned. Being able to exchange views with a career speaker spontaneously helps to keep the speaker on topics that are of interest to the audience, avoid confusion, and maintain a relaxed atmosphere.

The purpose of this activity is to provide an opportunity for the educators to participate in a dialogue approach to career speakers and ask their specifically designed questions of the speaker.

TIPS:

1. Facilitators should be briefed on their roles prior to this activity. They are to insure that the dialogue approach is used and that the content stays on the area of subject relevancy.
2. Distribute blank paper for the questions that participants write.
3. Know something about the background and the views of the speaker.

MATERIALS:

None available.

EVALUATION:

When asked to list two ways to use career speakers more effectively, 60% of participants did so correctly on the pretest, while 87% were correct on the posttest. This shows a gain in understanding effective use of career speakers by 27% of the participants.

COST:

Approximately one hour of trainer time is required for this activity. A large room that allows ample space for participants at tables is also required.

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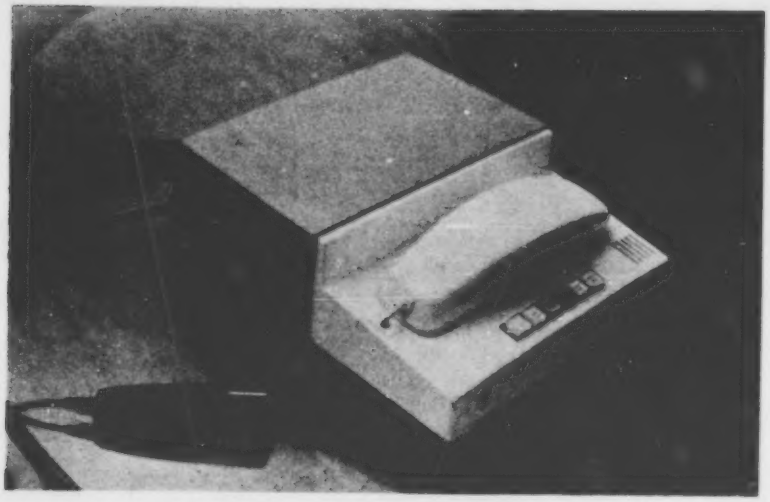
The dialogue between the speaker and the audience provides for a relaxed atmosphere.

HELLO...TELELECTURE CALLING



The telelecture unit has a remote microphone that enables large groups to interview a worker.

ACTIVITY:

Participants learn about the use and operation of the telelecture, a method for interviewing workers who cannot meet with students in person, and become acquainted with "before" and "after" activities for the telelecture. Some of these activities include designing questions for the interviewer and writing thank-you letters. Some prepared questions that are related to career education goals and concepts are distributed to participants. These questions may deal with the interdependence of workers. "How would it affect others if you stopped doing your job?" And the questions may deal with lifestyle and the value of success. "Do you believe that success is measured by self-gratification or by others' perceptions of you and your work?" Decision-making is another interesting category from which questions may be designed. "What kind of decisions do you have to make?" A volunteer or assistant, who has never conducted a telelecture, may help the presenter conduct a telelecture for the participants. This demonstrates the ease with which a telelecture is managed. The assistant sets up the telelecture unit under the supervision of the presenter. During the telelecture, the assistant and several participants ask the person being interviewed several questions. Brochures concerning the telelecture and forms for requesting a telelecture are distributed after the experience. A group discussion follows and participants' questions are answered.

TIPS:

1. Pre/Post tests may be developed and administered to emphasize various points of this activity.
2. Interview a typical worker, such as a carpenter or travel agent, in the telelecture. Explain that the importance of all workers should be stressed.

MATERIALS:

1. "Q. How Can 15 Students Talk to a Senator at the Capitol Without Ever Leaving School?" (Mesa Public Schools, 549 North Stapley Drive, Mesa, Arizona 85203).
2. The Telelecture: An Educator's Guide - A 26 page guide with directions for the use of the telelecture equipment, hints on room arrangement, sample before and after activities, telelecture protocol, and sample interview questions (Mesa Public Schools - see address above).
3. "Target on Telelecture - S71", The 1978 Annual Career Education Handbook for Trainers (Palo Verde Associates, 2032 East Riviera Drive, Tempe, Arizona 85282).
4. "The Telelecture - L33", The 1978 Annual Career Education Handbook for Trainers (Palo Verde Associates - see address above).

EVALUATION:

Thirty-eight percent of elementary educators and 43% of secondary educators were able to explain how telelectures increase subject relevancy on a pretest, 75% elementary and 88% secondary teachers were able to do so on the posttest; an average gain of 41%. Eighty-five percent of educators reported a high understanding of the telelecture on the posttest; only 8% reported a high understanding on the pretest.

COST:

Approximately one hour of trainer time is required for this activity. A large room with one table and space for seating participants is required. Rental of the telelecture equipment from the telephone company is approximately $14.00 per month for one set.

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Participants design questions that will be asked during a telelecture.

VEHICLE DAY

A telephone truck, a police car, and a dog catcher's truck are in line for inspection. More importantly, the workers of these vehicles are interviewed about their work.

ACTIVITY:

Participants are acquainted with Vehicle Day through a sample Vehicle Day activity. This sample activity helps participants to see how Vehicle Day can work for students, what kind of pre- and post- activities accompany Vehicle Day, and how to arrange for a Vehicle Day.

A variety of vehicles and vehicle operators are donated by businesses and organizations in the local community. These vehicles may include a police car, firetruck, armored car, helicopter, ambulance, etc. The donated vehicles are set up and displayed on the school grounds for a few hours.

Participants divide into small groups equivalent to the number of vehicles on display. Then each group of participants chooses a vehicle to study, questioning the vehicle operator about his/her work and learning about the uses of the vehicle itself. After an allotted amount of time, groups of participants move to study the next vehicle. This process is repeated until all vehicles have been seen by all the groups.

TIPS:

1. Move groups from vehicle to vehicle simultaneously so that questions and answers can be heard by the whole group. A loud whistle may be used to signal groups when it is time to move on to another vehicle.
2. It is advisable to give the responsibility for Vehicle Day arrangements to one or two people.
3. The planning for the vehicle day should begin two months prior to the actual vehicle day.

MATERIALS:

1. "Tips for Vehicle Days" (Mesa Public Schools, 549 North Stapley Drive, Mesa, Arizona 85203).

EVALUATION:

Participants included 55% educators, 23% community representatives, and 22% students. On pre and posttests, almost 75% of the participants answered at least 70% of the posttest questions correctly, whereas only 11% of the participants answered at least 70% of the pretest questions correctly. The activity was considered meaningful by 64% of the participants.

COST:

One-half day of staff time for Vehicle Day and several days for planning are required.

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Participants learn about the equipment used by a paramedic.

DOES IT PAY?

An observer watches participants' behavior as they work at assembling a puzzle.

ACTIVITY:

Participants increase their understanding of the concepts of competition and cooperation. An observer is chosen for each group of four participants. These groups of five are seated at tables containing a puzzle box. Participants are directed to open the box and distribute four marked bags containing parts of the puzzle to the four participants. The fifth bag is unmarked. It is left in the middle of the table then put together by the group when individuals are finished. Next, participants are directed to take the pieces out of their bag and set the pieces upside down on the table. The presenter explains that the first member of each team who finishes his/her portion of the puzzle will receive a prize and the first team to complete their entire puzzle will receive a prize. Remind the observers to record their observations. If there are no questions, the presenter tells participants to begin their puzzle. Prizes are awarded to the first person and the first group to complete their puzzle. When all groups finish, observers and group members share the feelings and frustrations that they experienced during the puzzle activity. The following points guide the discussion that follows: Did the participants assume any leadership roles? Was cooperation or competition involved? How did you react to the idea of prizes?

TIPS:

1. Seat four participants at each table with an observer. Two participants should face the other two participants. The observer should have a clear view of all participants.
2. A puzzle is needed for each table of participants. Paper is needed for observers to record responses.
3. Candy or peanuts may be used for prizes.

MATERIALS:

1. "Cooperation vs. Competition - S35", The 1978 Annual Career Education Handbook for Trainers (Palo Verde Associates, 2032 East Riviera Drive, Tempe, Arizona 85282).
2. "Does It Pay", Springboards for Learning (Mesa Public Schools, 549 North Stapley Drive, Mesa, Arizona 85203).
3. Cooperation and Competition Puzzle (The Singer Company, Educational Division, 80 Commerce Drive, Rochester, New York 14623).

EVALUATION:

Participants included 55% educators, 23% community representatives, and 18% students. On pre and posttests, almost 75% of the participants answered at least 70% of the posttest questions correctly, whereas only 11% of the participants answered at least 70% of the pretest questions correctly. This activity was considered meaningful by 86% of the participants.

COST:

Approximately 30 minutes of trainer time is required for this activity. Also, a room large enough to seat participants at tables is required.

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A participant races to finish puzzle part.

MANAGEMENT TEAM

Project leadership was handled by this team during a luncheon meeting.

ACTIVITY:

Career education activities are typically initiated and run by educational personnel, with "input" from community representatives. Use of the Management Team concept is a major step in having the decision making powers shared by educators and noneducators alike.

The team is formed by pairing one educator with one noneducator until a reasonable size is reached - a group no smaller than six and no larger than 14 is suggested. Each member has one vote, and a simple majority rules. The Project Director has the tie-breaking vote, but delays using it to see if the team can make a firm decision on its own.

The team was responsiblefor making all dec sions about running a training program for educators. The team determined the schedule and provided direction to the trainers on issues to be covered. The team was also responsible for gathering participant feedback after each session and using the feedback to plan for subsequent sessions.

The purpose of this activity is, obviously, to develop shared ownership in the program's activities, which leads to more intensive involvement on everyone's part. The potential of a clash forces each group t listen to the other and develop compromise positions, but the need for a tie breaker seldom arises.

TIPS:

1. Have the group discuss the decision making process at the first meeting to make sure that each person understands it and is comfortable in using it.

2. Have the group chaired on a rotating basis.

3. Reinforce the need for all to participate by repeating it at each meeting.

4 Talk with each member individually in-between meetings to determine what suggestions or concerns he/she might have that were not dealt with in a group setting.

5. As Project Director, don't panic if the group does not seem to be working at first. This is the first experience in shared decision making for all of them as well as for you.

MATERIALS:

1. Definition of terms. Most community representatives do not know an LEA from a FIPSE.

2. Jargon free abstracts of career education concepts.

EVALUATION:

If your project is funded, your third party evaluator can evaluate the effectiveness of the Management Team by observing the group in action. Otherwise, the success of the project itself and the individual phone calls to members will tell you if it is working or not.

Third party evaluation on this project indicated that a useful purpose was served by the Management Team's ability to discuss and resolve problems encountered in implementing the original design. They also coordinated follow-up activities which included setting up a final 1/2 day training session which had not been originally scheduled.

COST:

Printed materials, phone calls and meeting space are usually contributed.

CONTACT:

Robert J. Sakakeeny
Executive Director
Worcester Area Career Education Consortium
Suite 350
Worcester, MA. 01608

THE EMPLOYER'S CLASSROOM

Board room serves as a comfortable training site.

ACTIVITY:

Local employment facilities were used as sites for training of educators aimed at increasing their collaborative efforts.

Facilities for accommodating 60 people with one large, several small meeting rooms, coffee, luncheon arrangements and parking were needed for 2 consecutive days of training per month. In this community, the gas company, electric company, a large manufacturing firm and a bank were solicited and gave their full cooperation.

Meeting in conference rooms, standing in lunch lines in the cafeteria with other workers and observing signing in and out procedures give educational personnel a first hand exposure to the world of work. This informal observation can be backed up by opening remarks from an organizational spokesperson giving an overview of the product/service and industry.

TIPS:

1. Provide clear and precise information on arrival time, where to park, which door to enter, etc.

2. Arrange lunch and coffee, so that participants can be with regular employees, but do not let it be disruptive to regular employee functions, e.g., come in at the end of a lunch line.

MATERIALS:

Maps and directions with meeting notices.

EVALUATION:

Participants gain first-hand knowledge of different working environments, this leads to better understanding of the world of work.

COSTS:

Space donated free. Chair rentals for one location $80.00.

CONTACT:

Deborah Knox
Project Director
Worcester Area Career Education Consortium
Suite 350 Mechanics Tower
Worcester, MA. 01608

JARGON BUSTING

Participants review the list of jargon created during the exercise.

ACTIVITY:

The local school: community collaboration project group felt that use of specialized language inhibited the collaboration process and assigned themselves the task of developing a directory of jargon related terms.

The group took a few minutes to quickly list all the unknown terms (LEA, YEDPA, etc.) on newsprint, in columns. They then went back over the quite lengthy list and assigned appropriate definitions to each word or phrase and had this list developed into a directory.

While the original intent was to have each member of the group become familiar with the esoteric language used, the group ultimately banned the use of jargon at their meetings once they saw how extensive the list was.

Although the exercise was undertaken with some humor, it led to a serious discussion about the use and misuse of language after being able to visualize how extensively the exclusive language was being used.

TIPS:

1. This exercise can be used as an ice-breaker after the group's first meeting.

2. The list of words and phrases can be posted at each meeting to remind the members of the agreement to use common English.

MATERIALS:

Newsprint, magic markers.

EVALUATION:

None.

COSTS:

None.

CONTACT:

Robert J. Sakakeeny
Executive Director
Worcester Area Career Education Consortium
Suite 350 Mechanics Tower
Worcester, MA. 01608

ISSUES AND SOLUTIONS

A group recorder solicits ideas from a small group in a brainstorming exercise.

ACTIVITY:

Participants in small heterogeneous groups "brainstorm" and record issues involved with collaboration between the community and the schools to accomplish effective transition of youth to the world of work. A recorder and a reporter are selected in each small group. Ideas that are generated are written on the butcher paper on an easel. Allow 20 minutes for brainstorming, then allow an additional five minutes for each group to identify which ideas they would like to present to the total group. After all the groups have reported, each small group "brainstorms" and records solutions to the issues that they identified. Allow 20 minutes for the brainstorming, then allow an additional five minutes for each group to identify which ideas they want to present to the total group. After large group discussion, all issues and solutions are collected and recorded by staff. Copies are made available to participants at a later time.

The purpose of this activity is to identify issues and solutions which would help promote collaboration between the community and the school to accomplish the transition of youth from school into the work setting.

TIPS:

1. Set up a butcher paper tablet with a marker on an easel so that each group can record their ideas for everyone to see.
2. Review the rules for brainstorming with participants before beginning the actual "brainstorm."

MATERIALS:

1. "Rules for Brainstorming" (Mesa Public Schools, 549 North Stapley Drive, Mesa, Arizona 85203).
2. "Issues and Solutions Regarding World of Work and World of Education Linkage - S55", The 1978 Annual Career Education Handbook for Trainers (Palo Verde Associates, 2032 East Riviera Drive, Tempe, Arizona 85282).

EVALUATION:

Participants consisted of 60% educators and 40% community representatives. Elementary and secondary educators were equally represented. A more favorable attitude toward collaboration was shown by elementary educators - 90% found it worthwhile whereas only 61% of the secondary educators rated it as worthwhile. Collaboration was considered worthwhile by 78% of the community representatives.

COST:

Approximately one hour of trainer time is required for this activity. A large room is required to seat participants around tables.

CONTACT:

Dr. Carolyn Raymond, Director
Center for Career Development
Mesa Public Schools
549 North Stapley Drive
Mesa, Arizona 85203

Community members and educators consider issues concerning the introduction of youth into the world of work.

COLLABORATION CONSENSUS

The interviewing was informal and informative.

ACTIVITY:

Community representatives, for the most part, belong to other organizations that have diverse membership - staff groups, boards of directors, social clubs, etc.

Asking a few community representatives to conduct a survey of attitudes about collaboration is a fast and inexpensive method of collecting useful information.

The purpose of the survey is two-fold: First to collect data about the community's perceptions of advantages and disadvantages of school: community collaboration; the second to get more people talking about the concept and the need for collaboration.

Once your representative gives a general introduction about collaboration, and asks the members to develop a list of advantages and disadvantages, the group usually proceeds on their own without further assistance.

The information generated by the survey needs to be brought back to the educational personnel so that they can have a clearer understanding of the issues they need to concentrate on in order to effectively work with the community.

TIPS:

1. Do not structure the survey too tightly, and allow those being surveyed to develop their own definition of collaboration.

2. Doing the survey in a group setting vs. one-on-one interviews generates more information as the group builds on each others statements, and saves time.

3. Have the community representative present the findings to the educational personnel.

MATERIALS:

No special materials are needed.

EVALUATION:

Formal evaluation is not necessary. It may be interesting to conduct the survey again with the same group(s) to see if attitudes have changed as a result of your efforts.

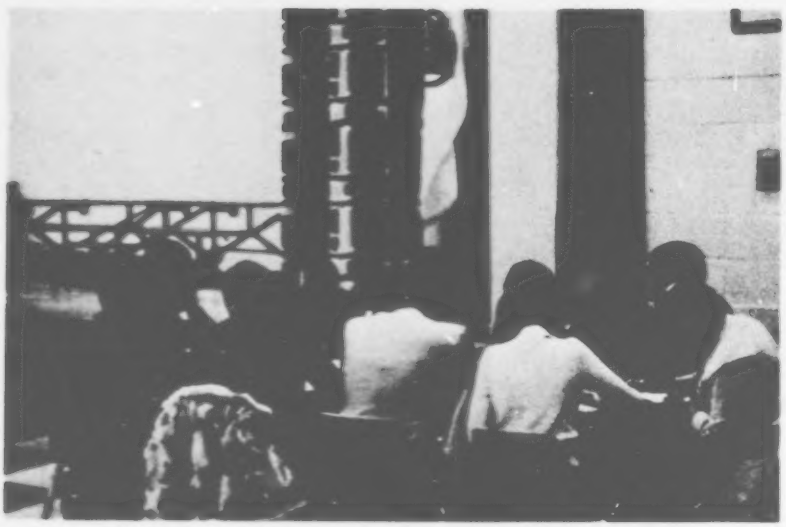
COST:

Minor duplicating costs.

CONTACT:

Ms. Michele Stranger
Executive Director
Family Planning Services of Central Massachusetts
104 Chandler Street
Worcester, MA. 01609

CHANGE AGENTS



Small group gathers for a second round of discussion based on new information.

ACTIVITY:

The purpose of this exercise is to show the participants that the idea of educational change does not sell itself, but has to be agressively marketed.

This large group (30+) exercise starts with dividing into two sub-groups, which are then further divided into sub-committees to roleplay (parents, students, teachers, and administrators.) Group A sub-committees have to convince their counterparts in group B to vote for a curriculum change that requires teacher training and funding. Sub-committees in group B react by voting approval/disapproval, funding/no-funding.

The exercise is in 15 minutes segments: Each group engages in a strategy session, negotiation session, reaction session; and then the entire process is repeated at least two times.

The end result is a much clearer understanding of how much work goes into effecting change, and that no one group can effect change by themselves.

TIPS:

1. Be prepared for an explosive reaction as the "game" becomes very real to the participants.

2. The training team should not play an active role in the exercise except to clarify directions.

3. Allow at least 30 minutes at the end for participants to talk about the experience and to relate it to the issue of school: community collaboration.

MATERIALS:

"Decisioning"
United Nations Association of the U.S.A.
345 East 46th Street
New York, New York 10017

EVALUATION:

Also included in the package.

COSTS:

Depends on number ordered.

CONTACT:

Edward Bazinet
Worcester Public Schools
33 Elizabeth Street
Worcester, MA. 01605

PART 2:

STUDENT ACTIVITIES

WHAT'S MY LINE?

Elementary students enjoy trying to guess what people do for a living. Three "mystery" guests try to "stump" the class.

ACTIVITY:

"What's My Line" is an effective game for career awareness. A female truck driver was invited to attend class as a mystery guest. The students were not told her occupation. She was asked to dress as she would on the job.

Students tried to guess her occupation by asking questions such as, "Do you work with your hands?" Questions could only be answered yes or no. Each student was allowed to ask one question. Since the students did not guess the truck driver's occupation, she began to provide them with clues about where she worked and the training necessary for her job. After the students guessed her occupation, she answered questions and talked about her job.

TIPS:

1. Make sure students have some knowledge of occupations. Students can use "The Occupational Outlook Handbook" as a reference to locate information about hundreds of jobs.
2. Establish a format for the questioning, either limiting each student to one question or setting a time limit per question.

MATERIALS:

Occupational Outlook Handbook--Bulletin 1995, 1978-1979, Stock No. 029-001. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. $8.00

EVALUATION:

Students learned that asking very specific questions permitted them to obtain useful information which made it easier to guess a person's occupation.

COST:

Occupational Outlook Handbook $8.00

CONTACT:

Robert Threet
Kelly-Clinton School
9030 S.E. Cooper
Portland, OR 97266

"CAREER EDDIE"

An entertaining and educational activity for children.

ACTIVITY:

This activity is designed in response to those elementary teachers who ask: what can I do in career education of six year olds?

An imaginative educator dresses up in a white lab coat with three brightly colored pockets sewn in place. In these pockets are a number of hats representing a wide variety of jobs. Hard hats, chef's hat, nurse's cap are brought out one by one. The teacher encourages the students to guess the job represented by the hat. The functions and the necessity for the hats are also discussed.

Early identification of sex-role stereotyping can also be highlighted during this activity by having girls wear the hard-hats, or chef's hat.

TIPS:

1. Students love to participate in this activity so bring enough hats to pass around.

2. Paper hats can be made when others can not be acquired.

MATERIALS:

A variety of hats which are usually obtained by donation; newspapers, paper and crayons.

COSTS:

None.

EVALUATION:

Students evaluated this activity by drawing pictures of workers with hats on. They were asked to draw a mural of all the workers they had seen that day, as well as other examples.

CONTACT:

Edward Bazinet
Curriculum Center
33 Elizabeth Street
Worcester, MA. 01608

EYE SPY...PEOPLE ON JOBS

As the bus passed a construction site, students spotted a backhoe operator.

ACTIVITY:

The purpose of this activity was to make fifth-grade students aware of the many careers in our community. We used the bus ride during a recent field trip as an opportunity for additional learning. While riding through town students were asked to look for people in various careers. Each student was given a checksheet of jobs. The list had been discussed at length in class. Students then checked off each job they noticed. As our route took us down the freeway and along the river, students had ample opportunity to see many citizens at work.

After our return to the classroom, students were asked to complete another worksheet. Students were to select four jobs that held interest for them. In small groups of five, students then suggested some of the skills they would need to perform these jobs. In a large group, students shared their interests and discussed the knowledge the children felt would be necessary to be successful in the occupation.

TIPS:

1. Be certain students recognize job titles.
2. Discuss various jobs held by parents in your community.
3. Discuss the variety of careers in your school.

MATERIALS:

Worksheets listing jobs

EVALUATION:

The objective of this activity was to create an awareness of the variety of work in the community and the levels or skills in education necessary to be a success. The children were pleased with their observations and success in finding many of the jobs on the checksheet. The primary criticism of this activity was the fact that the children did not see a full range of careers.

COST:

Bus rental fee--$35.00

CONTACT:

Judy Scott
Portsmouth Middle School
5103 N. Willis
Portland, OR 97217

CAREERS FOR THE HANDICAPPED

Students visited places where handicapped people receive training for future work.

ACTIVITY:

A three-week Physically Handicapped Awareness Program was developed for our primary school. The goal was to make students aware of the various occupations held by handicapped persons.

The first step was an introductory session for students and staff to tell them about the goals and objectives of the program. Resource people from agencies with handicapped programs were brought in to inform the staff of ways they could help us implement our program. Next, literature was gathered from local libraries and social agencies. Equipment such as wheelchairs was borrowed for display. These materials were used to create displays and bulletin boards throughout the school. Physically handicapped individuals and groups visited the school and talked with students about their jobs. Visitations to places of employment were also arranged. The "Wheel-Blazers," a physically handicapped basketball team, visited the school and told students about their careers off the basketball court.

TIPS:

1. Make sure that your school can accommodate physically handicapped people before you invite them.
2. Bring in as many resource people as possible.

MATERIALS:

1. Materials for bulletin board or displays (paper, pins, etc.)
2. Barrier-Free Design for the Disabled, available from Washington/Alaska Regional Medical Program, 530 "U" District Building, Seattle, WA 98105. Free
3. "Barriers to Handicapped" bookmarks, available from The Women's Committee on Employment of the Handicapped, Washington, D.C. 20210. Free

EVALUATION:

This is an excellent activity for informing young children and adults about the barriers faced by handicapped people.

COST:

Equipment (wheelchairs) donated free from rental firm. Check your local school district policy regarding bus rental. In our case, each school has an allotment for bus trips, although parents usually provide enough cars. Bulletin board materials (paper, pins, etc.)--under $10.00.

CONTACT:

Joy Pruitt
Normandale Primary School
909 N.E. 52nd Avenue
Portland, OR 97213

JOBS IN THE SCHOOL

Custodial staff enjoy explaining the operation of a piece of equipment to this young student.

ACTIVITY:

As a seventh grade orientation to the junior high school, have students observe jobs they see people performing in their school. They should record: (1) job title; (2) observations of what is being performed; (3) skills and abilities needed for job; and (4) the advantages and disadvantages of the job.

After discussing the students' observations, invite speakers from all segments of the educational and school service areas to visit the classroom. Include principal, counselors, lunchroom supervisor, bus driver, secretary, special education teacher, librarian, custodian, and so forth.

Students should be encouraged to ask more in depth questions about skills and training required by these jobs, why they chose these particular careers, and how their current classroom work relates to later career choices. An experience such as this results in a more harmonious and mutually appreciative relationship between staff and students as each begins to understand the other.

TIPS:

1. Review simple interview techniques with students.
2. Remind students to employ proper manners.
3. Have students prepare a thorough list of questions to ask career speakers.

MATERIALS:

None available.

EVALUATION:

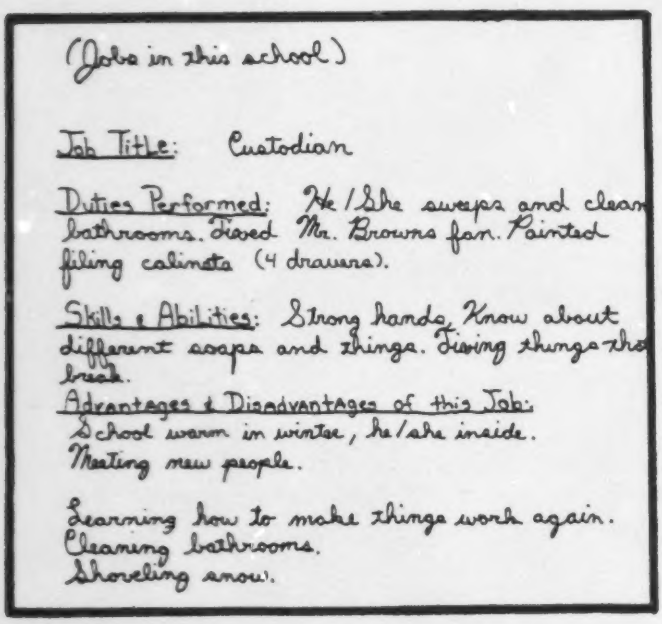
This activity was very successful. The students were able to interact with many different adults in the school environment. They gained a new understanding and appreciation for all the necessary jobs needed to run a school building. The guest speakers felt that the students were interested in their careers. They also believed the students had a more realistic idea of their function in the school system.

COST:

None; all time volunteered by school personnel.

CONTACT:

Joanne Suter
Whitman Junior High School
32235 West Chicago
Livonia, Michigan 48150



(Jobs in this school)

Job Title: Custodian

Duties Performed: He/She sweeps and cleans bathrooms. Fixed Mr. Browns fan. Painted filing cabinets (4 drawers).

Skills & Abilities: Strong hands, Know about different soaps and things. Fixing things that break.

Advantages & Disadvantages of this Job:
School warm in winter, he/she inside.
Meeting new people.

Learning how to make things work again.
Cleaning bathrooms.
Shoveling snow.

Sample of a seventh grade student's interview of a school custodian.

CREATING RESOURCES

Student interviews a florist, using community resource evaluation sheet.

ACTIVITY:

A group of teachers, counselors and librarians develop a cadre of resource people in the community. After first identifying various career clusters, the group then determines their particular interest areas and the types of resources needed. Using the "Student Evaluation of Community Resource" form, twenty 10th, 11th and 12th grade students volunteer to visit prospective resource personnel, interview them and complete the form. This activity is accomplished in a two-week period.

The resultant cadre of resources is then contacted to make presentations in classes and to serve as career exploration sites for staff and students. The completed forms serve as the nucleus of a community resources guide.

TIPS:

1. Each visit and interview must be preceded by a letter announcing the project and a follow up telephone call to arrange for the interview.
2. Students must be briefed on interview techniques.

MATERIALS:

Copies of the format.

EVALUATION:

Students learned about various careers as they interviewed prospective resource persons, probably the most beneficial aspect of the project.

COST:

None.

CONTACT:

David D. Amerman
Livonia Public Schools
15125 Farmington Road
Livonia, Michigan 48154

STUDENT EVALUATION OF COMMUNITY RESOURCE

Name of Community Resource Ma Foy Cardwell Florist Occupation Florist

(Circle the rating number of the first four questions.)

1. Was the person interesting?

1 2 3 (4)
Not interesting Very interesting

2. Was the person knowledgeable about his or her career?

1 2 3 (4)
Not knowledgeable Very knowledgeable

3. Did the person answer the questions you had?

1 2 3 (4)
Answered no questions Answered all questions

4. Did the person speak so you could understand what he or she wanted to tell you?

1 2 3 (4)
Not understood Well understood

5. Would you like to have this person return to visit with us?

Yes X No___

6. What things did you learn?
Arranging flowers and wedding bokay's (sp?)
Hanging plants and how much to water them

Community Resource Evaluation sheet used by students in interviews.

WHAT'S IN YOUR COMMUNITY?

Students describe businesses they visited as part of a school project to develop a resource center on their community.

ACTIVITY:

We are in the process of developing a business resource center to familiarize junior high students with the variety of occupations available in the area, the locations of these occupations and the skills required to enter these jobs. Students and teachers have visited more than 50 businesses, talked with resource people and taken slides and photographs. We have gathered the following information: (1) what the businesses produce, (2) job applications, (3) employee handbooks, (4) job descriptions, (5) number of employees.

Kits for each business will be developed consisting of a slide-tape presentation and printed materials. Names and pictures of resource people will be included in each kit for students or teachers who desire additional information or wish to visit the business. The kits are designed to be self-instructional and are color coded based on the type of business (i.e., heavy industry--red, hospitals and food services--yellow, etc.).

Students have written reports using the information they collected during their community explorations. These reports were displayed on a bulletin board tiled "It's Your Community...Know What's In It!"

TIPS:

1. Involve students in the visits to businesses.
2. The more teachers involved, the more businesses you can reach.

MATERIALS:

1. Slide film
2. Cameras
3. Storage boxes for materials (envelope boxes work well)

EVALUATION:

Students learned how to prepare interview questions, collect and use information to write reports on businesses they visited, and take good pictures. Each student completed a minimum of two reports and interviewed one community resource person.

COST:

Kodak Ektachrome Slide Film--20 rolls @ $2.69	$53.80
Slide Developing--20 rolls @ $1.59	$31.80
Transportation--no cost; teachers used their own cars to transport students	

CONTACT:

Tim Flake, Ken Lester, Tom Biller, Bill McClaughry, Carol Zinsli or Sandy Hogarth
Twality Junior High School
14650 S.W. 97th Avenue
Tigard, OR 97223

SEEK AND FIND

The Dictionary of Occupational Titles is a useful tool in locating careers for further exploration.

Here a budding motion picture photographer dreams....

ACTIVITY:

Have students explore one or more career possibilities and prepare summary reports of their findings. These reports can then be placed in the school's career information center and used by other students. Students should gather as much information as possible on the career they select to investigate. Possible sources are the library, personal and telephone interviews, the State Occupational Information System computer terminal located in the school, a community resource guide if available, on-site visitations, and so forth.

Reports are written in draft, critiqued and submitted in final form using a standardized format which is to be developed and agreed upon by the class. These reports should be shared and discussed with other class members before being submitted to the career information center.

As an adjunct classroom activity, help students to become aware of their personal skills, interests and aptitudes in order to explore careers which utilize those characteristics.

This activity can be carried on at any grade level.

TIPS:

1. In making contacts, be sure students are aware of "proper" telephoning skills.
2. Teacher needs to coordinate forms carefully--permission slips, transportation permission form, pre-arranged absence, etc.
3. Thank you letters should be sent to the contact person by both the students involved and the teacher.
4. Students need to be adequately prepared for visitations since they will be there alone or with one or two other persons; be sure they know what they are looking for.
5. Parents need to be informed of the purpose of trips and need to understand that you, as teacher, are not going along with them.

MATERIALS:

Resource materials for student use; telephone access; resource book and report format.

EVALUATION:

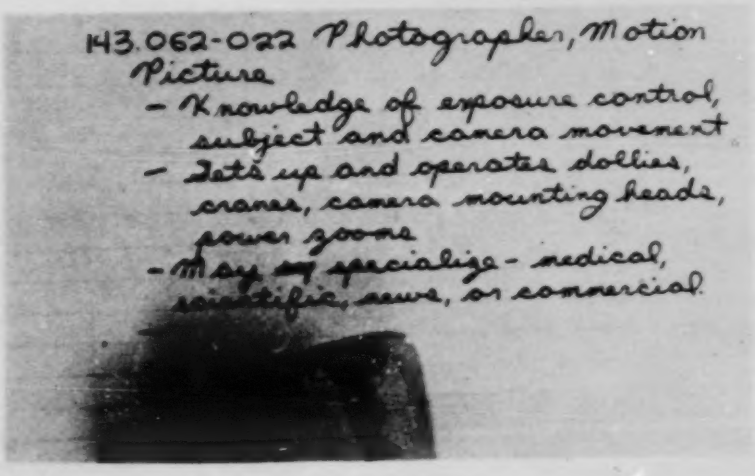
Students thoroughly enjoyed their interactions with community members. Their telephone skills improved and some students decided to gather material and information in several career areas rather than just one.

COST:

None to the school. If trips are involved, students need to make their own arrangements. Parent volunteers are helpful when students are younger than driving age.

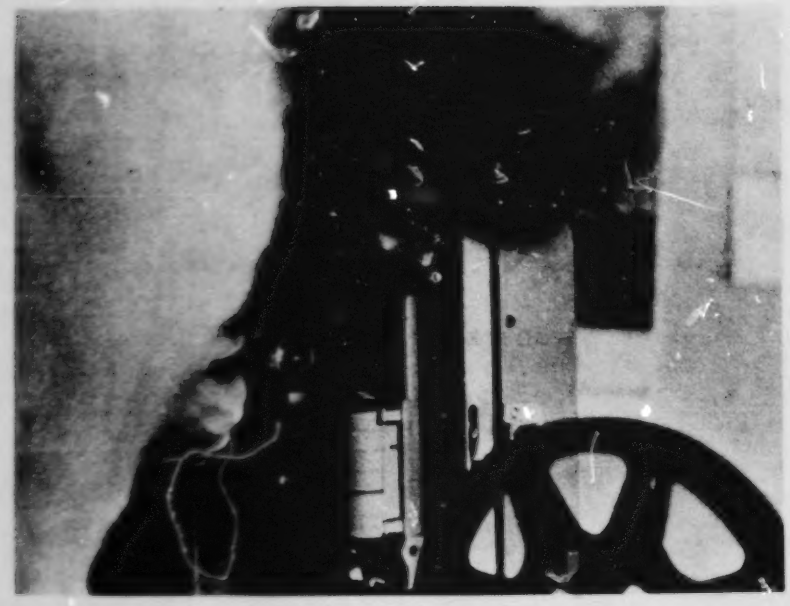
CONTACT:

Marjorie Ingram
Emerson Junior High School
29100 W. Chicago
Livonia, Michigan 48150


143.062-022 Photographer, Motion Picture
- Knowledge of exposure control, subject and camera movement
- Sets up and operates dollies, cranes, camera mounting heads, power zooms
- May specialize - medical, scientific, news, or commercial

Students are encouraged to gather as much information as possible from a variety of sources for their written reports.

I CARE, I SERVE



Loading the projector for Lions Club film regarding the handicapped.

ACTIVITY:

The local Lions Club, which supports programs and services to assist handicapped persons, visits a junior high classroom to explain the work of the organization. A film is shown and followed up with a class discussion of the problems of the handicapped, employment opportunities for them and the various careers that relate to working with handicapped people.

Subsequently, students who are interested explore such careers in the community, hosted by special education teachers and various agencies who employ persons in this field.

Some examples of activities relating to working with the handicapped are: exploring careers such as physical and occupational therapy; a visit to a sheltered workshop; volunteering for work in a residential home for the mentally handicapped.

Follow-up class discussions are both effective and necessary in helping students express their feelings about what they see and in processing the learning experiences.

TIPS:

1. Restrict the size of the group to promote interaction.
2. To be effective, the presentation should be followed up with student exploration in the community.
3. Students should be well briefed in advance about the work of the service agency, problems of handicapped people, and so forth.
4. If students will be visiting a site where there are handicapped people, such as a school or residential home, prepare them for what they will see.

MATERIALS:

None available.

EVALUATION:

Presentation and student feedback on evaluation forms was very positive. Visitations in the community seemed to be more effective with students, but use of the film is a good starter and helped prepare students emotionally for what they would observe.

COST:

None.

CONTACT:

David D. Amerman
Livonia Public Schools
15125 Farmington Road
Livonia, Michigan 48154

MARKETING COMES ALIVE

Here a student learns about the poultry business first hand.

ACTIVITY:

A small group of ninth grade business students visit a produce market in a large city to observe how retailers get food products (fruits, vegetables, fish and poultry, meats, and dairy products) from a cental distribution center. In this market setting, students learn that retailers get their food products by buying from local farmers, who set up stalls at the market, as well as from wholesalers who process goods from all parts of the country. Part of the activity involves a comparison of wholesale prices with supermarket retail prices. A fringe benefit of this experience is that students are able to talk directly with the farmer about the first stages of the marketing process. Thus, students observe the roles of both the producer and the middle man.

TIPS:

1. Students should compare textbook knowledge with first-hand observations.
2. Prepare students in advance to compare specific items for price and quality. The price and freshness of poultry at the farmer's market and the local supermarket may vary greatly, for example.
3. Be sure to discuss the differences in wholesale versus retail selling.

MATERIALS:

Student/teacher evaluation forms. May be the same form if desired.

EVALUATION:

We discovered in this activity that a great many suburban students had never visited a farmer's market before. They thoroughly enjoyed the trip as a totally new learning experience.

COST:

None if students car pool their drive with volunteer parents. Otherwise the cost of a school bus would be a factor.

CONTACT:

Robert Stoner
Whitman Junior High School
32235 West Chicago
Livonia, Michigan 48150

Wholesale produce, in this case watermelons, are priced. Comparisons will be made with the local grocer's wares.

EMERGENCY!

Emergency Medical Technicians answer questions about their jobs.

ACTIVITY:

Two Emergency Medical Technicians from the fire department's emergency rescue team came to an eighth-grade class with their emergency rescue van and equipment. They conducted a lecture on the training required to become an EMT. The EMTs demonstrated the use of some of their special equipment. Students were given time to practice mouth-to-mouth resuscitation and cardio-pulmonary resuscitation (CPR) on a mannequin. One student was hooked up to an EKG machine to demonstrate how the heart monitor shows a picture of the heart's function. The EMTs answered questions about their work and how it compares with the popular TV show "Emergency."

The activity culminated with the students being taken outside to examine the rescue van.

TIPS:

1. Students should have some basic knowledge of circulatory and respiratory systems of the body.
2. Be prepared with something else in case the EMTs are called out of your class to answer an emergency call; they are on duty.
3. Make arrangements well in advance. Give the EMTs several times to choose from.
4. Provide plenty of room to push the tables and desks back so students and EMTs have room to work.

MATERIALS:

1. Large table for display of equipment
2. Chalk and chalk board
3. Models or large diagrams of a human heart and lungs

EVALUATION:

This active, hands-on activity can be related to either science or health. Students learned that there are careers for pay that involve health care and life support (medical, laboratory jobs, ambulance services, etc.) and volunteer work through agencies such as the Red Cross. Students learned that an EMT must be skilled in many areas, including skills in working with people and interpreting information.

COST:

None

CONTACT:

Frank A. Johnson
R.A. Brown Junior High School
1505 S.W. 219th
Hillsboro, OR 97123

Local fire district or fire station

WHAT'S YOUR TYPE?

Medical technologist draws blood sample from student's finger.

ACTIVITY:

Medical technologists who work well with students can turn young people's natural interest in their bodies into important career education learning experiences. At one junior high school a medical technologist spent 45 minutes with various classes helping students identify their own blood types.

She began her presentation with an explanation of the principal blood types and how they differ. Stressing the need for citizens to donate blood so that a fresh supply is always on hand in case of an emergency, she described the importance of knowing one's own blood type. A discussion period followed which allowed students to ask questions.

The second part of the technologist's presentation consisted of a demonstration of the way hospital personnel go about typing blood samples. By then students were ready to type their own blood, and under supervision, they did so. She quickly and carefully pierced each student's finger to get a blood sample, and then helped students perform the tests that would allow them to determine their own blood type.

TIPS:

1. Notify parents that students will be having their fingers pricked and blood taken for a blood typing experiment. Obtain written parental consent.
2. Limit blood typing to the major groups (A, B, AB, and 0); do not try for the Rh factor. This takes a constant temperature of 35+ degrees Celsius which is not easily maintained in classrooms. It's better not to do it than to give wrong Rh information.

MATERIALS:

1. Colored chalk for diagrams on how to read slides
2. Microscope slides
3. Alcohol
4. Cotton
5. Blood lancets
6. Toothpicks (for stirring the serum)
7. Blood typing serum (Anti A and Anti B)

EVALUATION:

This activity draws intense student interest. They learn that blood is not only a vital part of life support but also is a complex "mixture" of elements individually unique. They also learn the basic skills that go into blood typing: keen observation, simple math and cleanliness. A simple pre/post quiz is one way to measure how much students know before and after this activity.

COST:

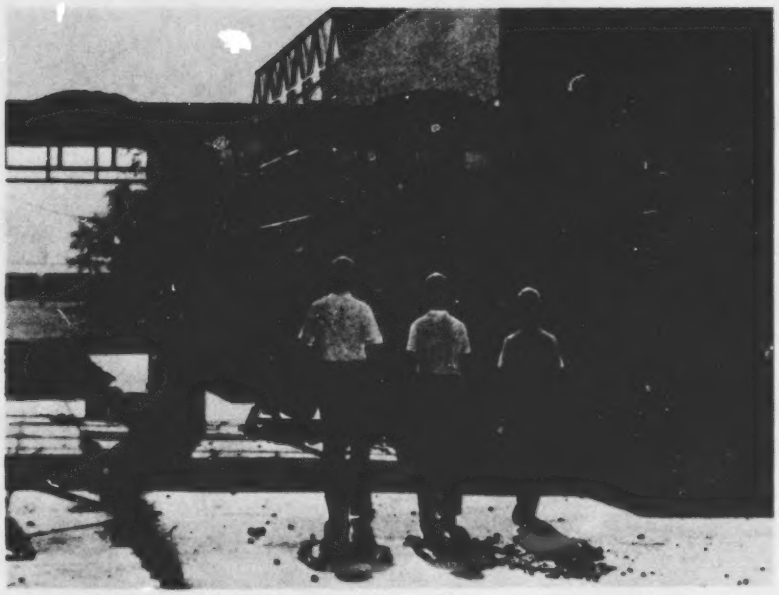
Ten dollars of serum is enough for about 50-60 students. For other materials listed above, the cost is about $15.00 for 50-60 students.

CONTACT:

Frank Johnson
R.A. Brown Junior High School
1505 S.W. 219th
Hillsboro, OR 97123

Local hospital laboratory

O.S.H.A. AND SAFETY



O.S.H.A. inspector and students arrive at site and first observe construction work on the outside of the building. Note the safety helmets.

ACTIVITY:

Students of a senior high school listen to and talk about career opportunities in the field of health and safety. An officer of the Occupational Safety and Health Administration (O.S.H.A.) talks to students about the need for qualified personnel in the O.S.H.A. A primary goal is to inform students of the public laws and their rights as an employee to work in a safe and healthy environment. The presentation is followed up by several students participating in field inspections with O.S.H.A. personnel.

The renovation of a local elementary building into a career center provided a perfect setting for students to participate in an O.S.H.A. site inspection. Students were able to view equipment operation, installation of electrical lines, and building construction from the perspective of an O.S.H.A. inspector.

Follow-up discussion in the classroom was lively and indicated that students really felt the importance of a safe working environment.

TIPS:

1. Arrangements for the guest speaker were made one month in advance.
2. The presentation was arranged to coincide with the health classes unit of study on occupational health and safety.
3. Students were given adequate time to prepare a number of questions that stimulated a very interesting question and answer period.

MATERIALS:

None available.

EVALUATION:

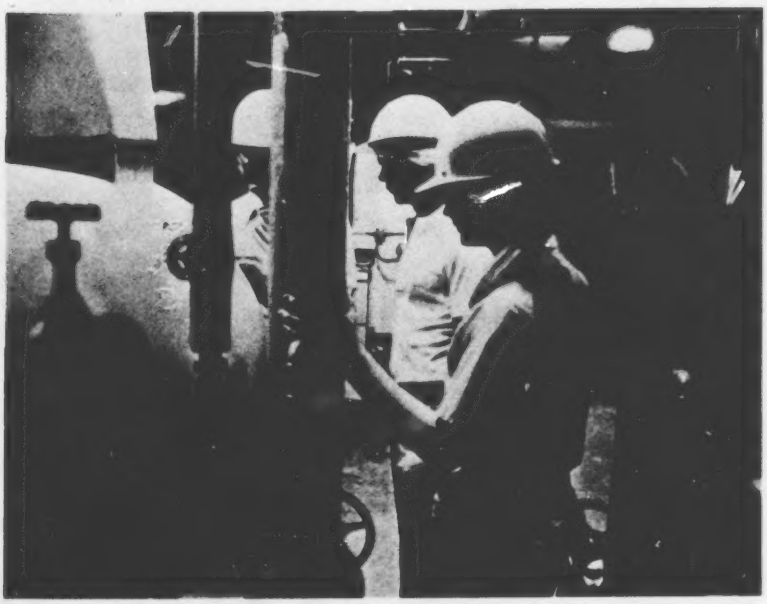
The students were very attentive and seemed sincerely interested in the material that was presented to them. They participated in a very lively question and answer period at the conclusion of the lecture.

COST:

None; the speaker volunteered his time as part of the Occupational Safety and Health Administration's service work.

CONTACT:

Robert F. Zang
Franklin High School
31000 Joy Road
Livonia, Michigan 48150



Safe working conditions are a must at every phase of construction as these boys learn from their O.S.H.A. guide.

COMMUNITY ARTS ENRICH CLASS

Community music group provides outdoor concert for neighborhood residents and students.

ACTIVITY:

Students and teachers from four high schools planned and coordinated a humanities symposium. Its objective was to introduce both students and faculty to the programs and services available through local theatre, art, music, museum and dance programs and to use these community resources to enrich high school humanities classes.

Students helped identify community resources and explored offerings of local groups such as the art museum, civic theatre and historical society. They also assisted in planning workshops and publicizing the symposium which brought together more than 100 parents, students, teachers and community speakers to exchange ideas on how to better utilize the arts as an educational resource in and out of the classroom. Students investigated career possibilities in the arts.

TIPS:

Encourage students to participate in all areas of planning and implementing this activity.

MATERIALS:

Materials for signs indicating the workshop topic (publicity, entertainment, etc.)

EVALUATION:

The activity provided exchange between teachers, students and community resource people. It was very successful because of the student involvement and the fact that they had a part in planning and coordinating the activity.

COST:

School provided bus tickets for each student to use public transportation.

CONTACT:

David Damcke
Adams High School
5700 N.E. 39th Avenue
Portland, OR 97211

A HEALTHY AFFAIR

Student uses materials handed out by exhibitors and Occupational Outlook Handbook to prepare a report on careers in dentistry.

ACTIVITY:

A health fair that focused on personal health and careers in health was presented to high school students. The health fair was held in the school cafeteria so that a maximum of students could be involved. The organizations listed under the "Contact" section were asked to prepare a display or activity which presented information on personal health and career opportunities in their profession or organization. They provided written information for students regarding personal health and career opportunities. Each organization had a representative present from 11:00 a.m. to 1:00 p.m. to supervise the material and answer students' questions. Activities or displays included cardio-pulmonary resuscitation (CPR) with a mannequin, blood pressure, alcohol breath analysis, kidney transplant examples and consumer protection from chemicals and inflammable clothing, etc.

In addition to attending the health fair, students were required to make an oral report to the class on one career suggested by the demonstrations. The report included educational qualifications and training for the career, salary schedules, opportunities for advancement, etc.

TIPS:

1. Contact the agencies by phone one month in advance and, if they accept your invitation, place a reminder call to them about four days before the event is scheduled.
2. Have two or more students greet each person from the agencies so they can help carry materials and set up demonstrations. Help will also be needed to clean up.
3. Students should be involved in planning publicity for the health fair.

MATERIALS:

1. Signs that can be seen from a distance stating the name of the organization as well as the type of display or demonstration
2. Signs indicating types of careers correlating with displays or demonstrations
3. Felt marking pens

EVALUATION:

Students indicated that they had enjoyed and learned much from the displays and demonstrations. The representatives from the organizations also indicated that they enjoyed presenting their information and that the responses they received from students were positive and encouraging.

COST:

Supplies needed for making the signs--less than $10.00

CONTACT:

Karen Wallace
Wilson High School
1151 S.W. Vermont Street
Portland, OR 97219

The following agencies participated in this health fair (check your local phone directory for numbers): Alcoholics Anonymous, American Cancer Society, American Diabetes Association, American Red Cross Youth Program, Epilepsy League, Dental Society, Donor Programs (Kidney Division)--locate through local clinics or State Health Division.

THE PRESSURES OF HIGH SCHOOL

Student takes the blood pressure of a young patient during an exploration at a local clinic.

ACTIVITY:

Students in a high school biology class volunteered to participate in an on-the-job career training and exploration for the Medical Profession Program. Students spent one hour with the school nurse and were trained to take blood pressure at this session, as well as learn the duties and responsibilities of a school nurse.

Each student arranged to spend one full working day with a doctor or nurse. The Student Record of Community Exploration published by Northwest Regional Educational Laboratory was completed by each student during this career exploration. It was prearranged with each resource person that the student be allowed to use his/her skill in taking blood pressure with several patients.

Students also set up a blood pressure booth during lunch periods at the high school and kept a record of blood pressures of males and females. The results of these blood pressure tests were later analyzed by all the students of the biology classes, not just the students who volunteered for the community explorations.

TIPS:

Have each student make his/her own community resource person contacts by asking friends or family doctors for help in locating a place to spend one day on the job.

MATERIALS:

1. Optional: blood pressure cuffs and stethoscopes. (If your school does not own any, they can easily be borrowed from a doctor or nurse that you know.)
2. Student Record of Community Explorations. Order from Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, OR 97204. $1.50

EVALUATION:

The students who volunteered all enjoyed their experiences. One of the most enjoyable experiences was when they took blood pressures of their peers at the high school. This allowed them to show the knowledge and skills they had gained as well as share their experiences with fellow students. This also created an expressed desire from students who had not volunteered for the career exploration experience to do something similar.

COST:

Student Record of Community Explorations--$1.50 each. Students received bus tickets to ride public transportation--cost $.30 round trip each.

CONTACT:

Karen Wallace
Wilson High School
1151 S.W. Vermont Street
Portland, OR 97219

LEARNING FROM THE EXPERTS

High school student tries out her storytelling skills on eager young audience.

ACTIVITY:

High school students in a child care services class wanted firsthand knowledge on how to improve their storytelling skills. They decided to invite a storytelling "expert" into the classroom--the local librarian. The librarian told five different stories using a variety of techniques to reinforce the story. Examples of activities were mystery boxes, puppets, flannel boards and take-home materials. The librarian showed students how to develop and use criteria for selecting stories appropriate to a child's age.

The students were asked to prepare a storytelling kit consisting of two stories. The librarian was a resource to the students as they developed their kits. After the kits were completed each student was asked to tell her/his stories at one of the following places: (1) city library--during Children's Storytelling Hour, (2) field site--selected by the student, (3) child care services classroom, (4) Sunday School program. The kits then were given to the library and were made available for checkout.

TIPS:

Students should have had previous experience with using children's books and be familiar with types of children's books that are available to their school library or day care center. Any background information on flannel board, fingerplays, magnet board, etc., is very helpful.

MATERIALS:

1. For storytelling kits, a supply of paperback or inexpensive bound children's books
2. 5x8 cards for fingerplays, if used
3. Variety of items for mystery boxes
4. Construction paper
5. Fabric of various kinds

EVALUATION:

Students learned a skill they could use that afternoon or following day, depending on time of field site work. All students were involved in both the presentation and assigned activity.

This activity is a good way to give something back to the community in return for the support they have given our program.

COST:

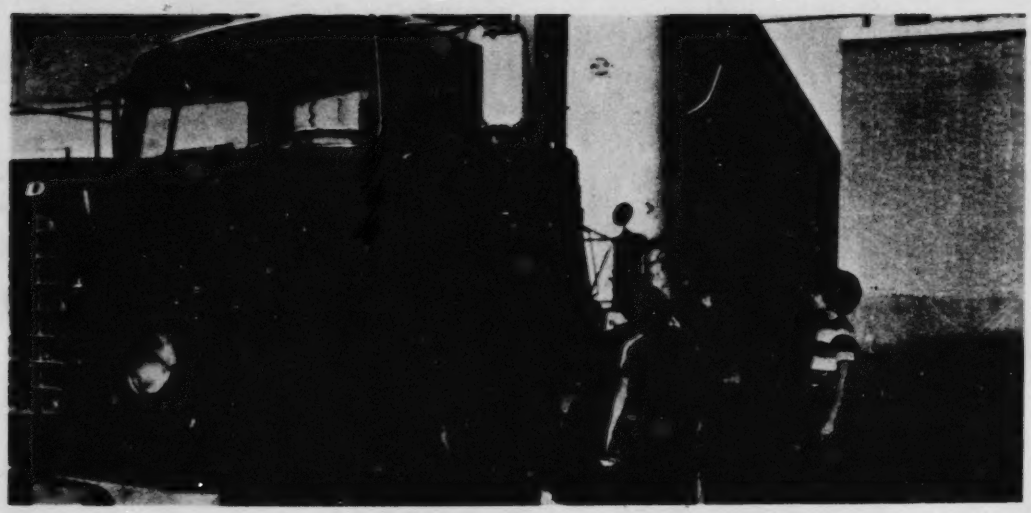
Materials for storytelling kit--$1.00 and up
Children's paperback books--prices begin at $.49
No cost for librarian's time

CONTACT:

Pauleta Robertson
Tigard High School
9000 S.W. Durham Road
Tigard, OR 97223

Most local librarians are willing to cooperate in similar presentations.

TRANSPORTATION INDUSTRY



Students have an opportunity to learn about trucking.

ACTIVITY:

A course on transportation and warehousing was presented to the Worcester School Committee by a local industry group and received a vote of approval.

Prior to this activity taking place such a course had been available at one high school having been instituted by a teacher who had since been reassigned and the course dropped.

Industry persons identified a strong need for training in this area. No courses are offered at the post-secondary level, and they anticipate a continuing hiring trend. A meeting was set up between the Career Education Coordinator, Program Director, and two industry representatives by Consortium Staff. The fact that this course had existed, but somehow got lost through the system, resulted in a fairly high degree of mistrust on the employer's part. Reluctant to push something through that had previously failed, the employers had to be convinced that it would not happen again. Explanations of how the system works (or in this case doesn't) resulted in a greater understanding of how to impact educational change.

After several postponements on school committee agenda the item was finally introduced by <u>both</u> educational personnel and employers, and the course was re-instated.

TIPS:

1. A collaborative effort in introducing curriculum change is most effective.

2. Need to demonstrate to employers "good will" of educational system can be backed up.

MATERIALS.

None.

EVALUATION:

Course reinstated and available to all high school students. Details to be worked out by the presentors.

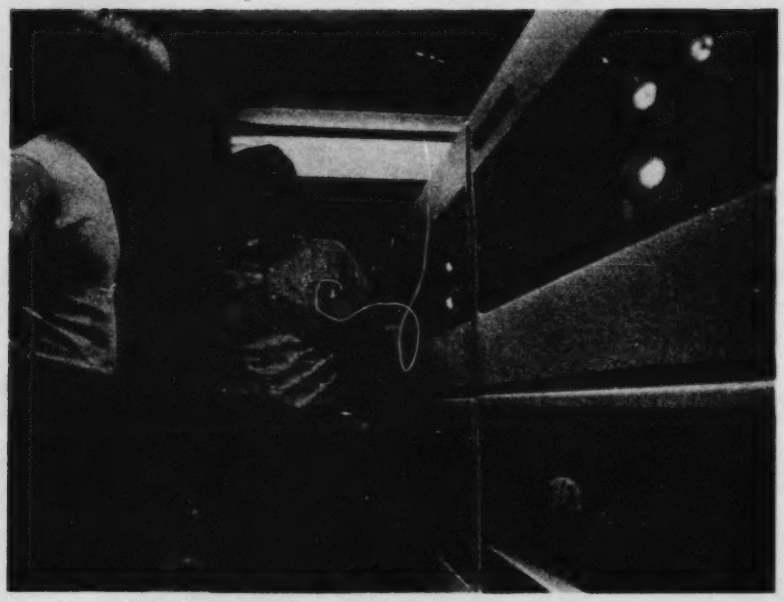
COSTS:

None for development of the program; implementation costs depends on teacher salary and any transportation costs.

CONTACT:

Deborah Knox
Project Director
Worcester Area Career Education Consortium
Suite 350 Mechanics Tower
Worcester, MA. 01608

USING THE COMPUTER



School district senior computer programmer explains to a high school student how survey information is processed by the computer.

ACTIVITY:

Eleventh and twelfth grade students from the Computer Concepts class learn to apply their knowledge in the development, field test and utilization of a community needs survey. Students work with the principal of a local elementary school who is seeking information on the potential community use of the elementary school as a community facility.

The purposes insofar as students are concerned are to apply their classroom learned skills to a real life occupational situation as well as providing assistance to the principal and his/her community.

The project takes approximately three to five weeks and exposes students to various careers such as research/data analyst, school administrator, computer programmer, secretary, key punch operator, and so forth.

TIPS:

1. Clearance for door-to-door interviews must be obtained according to school district policy. Survey content should be meaningful to the participating students.
2. Adequate preparation concerning interview techniques.
3. What makes up a valid survey and other technical areas should be reviewed prior to undertaking the survey.

MATERIALS:

None available.

EVALUATION:

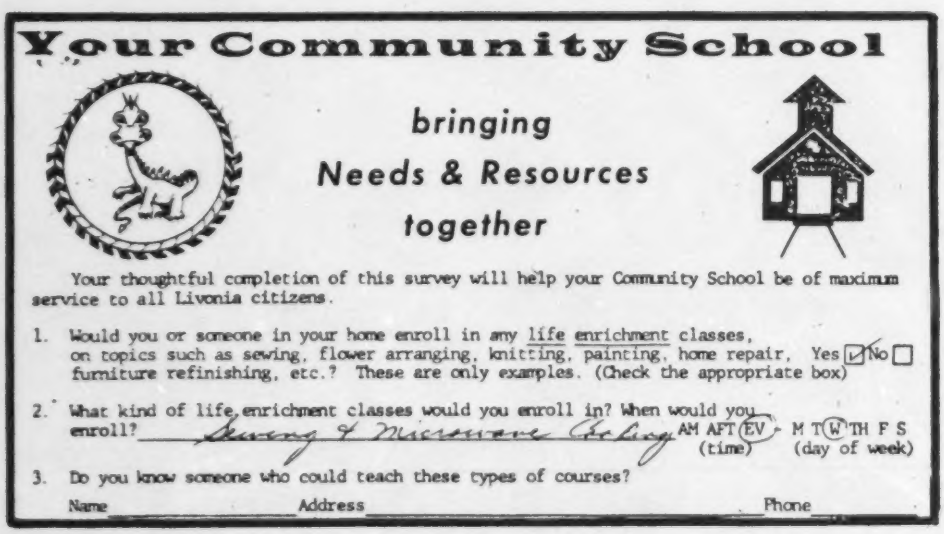
Student performance was judged by the accuracy of the data as processed plus a written evaluation by the student. The principal also responded on an evaluation form as to the efficacy of the process. Students in this case did not feel that their training for the actual conducting of the survey was adequate. However, response from the principal and all adults who worked with the students was most positive.

COST:

The process was conducted as a regular facet of the instructional program; therefore, no additional costs were incurred.

CONTACT:

David D. Amerman
Livonia Public Schools
15125 Farmington Road
Livonia, Michigan 48154



Your Community School

bringing
Needs & Resources
together

Your thoughtful completion of this survey will help your Community School be of maximum service to all Livonia citizens.

1. Would you or someone in your home enroll in any life enrichment classes, on topics such as sewing, flower arranging, knitting, painting, home repair, furniture refinishing, etc.? These are only examples. (Check the appropriate box) Yes ☑ No ☐

2. What kind of life enrichment classes would you enroll in? When would you enroll? Sewing & Microwave Cooking AM AFT (EV) (time) M T (W) TH F S (day of week)

3. Do you know someone who could teach these types of courses?
Name _____ Address _____ Phone _____

A portion of the community survey used by students.

PEOPLE HELPING PEOPLE

Keeping the bulletin board up to date - in Spanish - is one of the functions handled by high shcool students working at L.A.S.E.D.

ACTIVITY:

Small groups of students (three to five per visit) from an advanced Spanish class work in collaboration with field workers from the Latino Americans for Social and Economic Development, a Torch Drive Agency operating in the Latino community.

Services provided by the agency include direct advocacy assistance for Latinos and information and referral. Students are involved in many of these services. For example, some students act as interpreters for Latinos who do not understand English; others accompany Latinos and the agency field workers on visits to hospitals, courts, social agencies, and so forth. Students answer telephone requests for information, help prepare press releases and community newsletters in Spanish, and help arrange parties for children and other social functions sponsored by the agency.

TIPS:

1. Carefully orient the receiving agency to your purposes and reach clear understandings about the extent of involvement of students.
2. Concurrently, students must be prepared for the experience through specific assignments which include feedback to the school.

MATERIALS:

None.

EVALUATION:

Student feedback via class discussion, evaluation, teacher/student conferences, etc., has been most enthusiastic. While hesitant to use their Spanish at first, students were pleasantly surprised and proud once they began to use their language skills. Eventually, they became very conversant in their second language.

The agency strongly supports this involvement--after an initial reticence. Both sides are now hoping to work out an exchange program.

COST:

The activity was organized and directed by the classroom teacher and was conducted outside of regular school hours. There was no direct cost to the school district.

CONTACT:

David D. Amerman
Livonia Public Schools
15125 Farmington Road
Livonia, Michigan 48154

Listening to information requests on the phone and answering in Spanish requires maximum concentration as this student demonstrates.

ADOPT A PARK

Planting and maintaining an herb garden and flower beds gave students a chance to apply the knowledge learned in their class.

ACTIVITY:

Tenth, eleventh and twelfth grade students participate in an "Adopt-a-Park" program. Although originally carried out as part of a horticulture class, the project could tie in with a variety of other classes; i.e., biology, ecology, landscaping, and so forth. The project involves clean-up activities, planting and maintenance.

Students, in collaboration with the Parks Commission, examine the needs in area parks and then determine their activities. Career exploration, application of classroom knowledge, and community service are resultant benefits of this project. The duration of the project is dependent upon the needs. However, students could spend one class period per week for six to eight weeks and see positive results of their labors.

TIPS:

1. The site should be within walking distance of the school. Students should appear at the site for attendance recording and work assignments.
2. The teacher should remain on the site with materials and equipment for all classes.
3. Materials should be provided by the agency.

MATERIALS:

A more complete description is available which includes planning procedures, teacher reactions, agency reactions, etc. Write contact person for information on the "Adopt-a-Park" project.

EVALUATION:

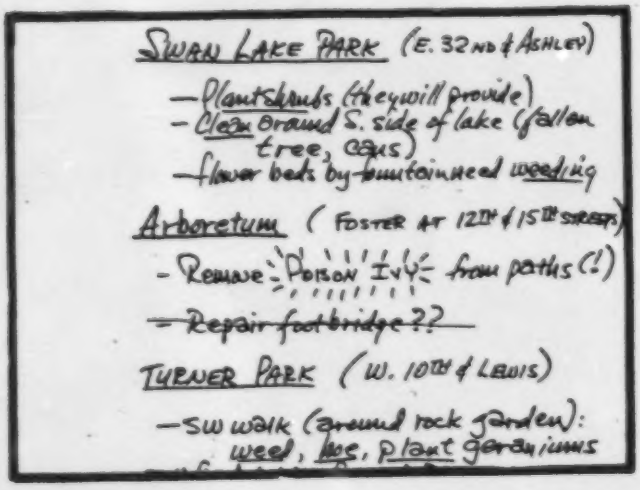
Student experiences are processed in the classroom through discussion, referring to work assignment sheets. Students also fill out a post survey form, evaluation forms and keep a journal. Forms are available through the contact person. Data indicate that the students thoroughly enjoyed the opportunity to get outside, apply their skills and participate in a very visible effort in the community. Some students enjoyed the activity so much that they volunteered time during the summer months on their own.

COST:

No cost to the school district.

CONTACT:

David D. Amerman
Livonia Public Schools
15125 Farmington Road
Livonia, Michigan 48154


SWAN LAKE PARK (E. 32ND & ASHLEY)
- Plant shrubs (they will provide)
- Clean around S. side of lake (fallen tree, cans)
- flower beds by fountain need weeding
Arboretum (FOSTER AT 12TH & 15TH STREET)
- Remove "Poison Ivy" from paths (!)
- Repair footbridge??
TURNER PARK (W. 10TH & LEWIS)
- SW walk (around rock garden): weed, line, plant geraniums

Together, students and Park Commission first list the activities which students can assist with.

OLD NEWS IS GOOD NEWS

Students interviewing convalescent center residents for news articles reap many additional benefits. In this case, some pointers on the art of quilting.

ACTIVITY:

Students in a business English class volunteer to travel to a nearby convalescent center to create a newsletter for the center. They write news and feature stories about the residents, draw cartoons and publish the newsletter once a week for twelve weeks. Students practice communication skills and investigate the various careers the residents have had as well as look at careers in the health care and publishing fields.

TIPS:

1. Have the director of the facility provide an orientation to the problems of aging, perhaps through role playing and simulation.
2. The class should investigate the health care field prior to the beginning of the activity.
3. No less than seven students are needed in the project.
4. Students must make a firm commitment to the project and keep it, otherwise the residents become very disappointed and negative.

MATERIALS:

Copies of the newsletter are available.

EVALUATION:

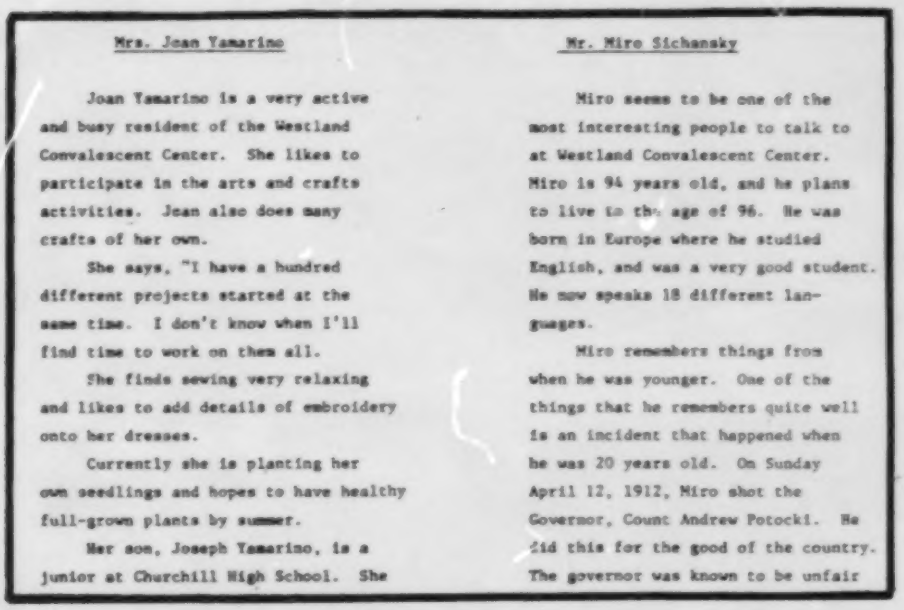
A student evaluation form was completed. The agency director also completed an evaluation. Students increased their self-confidence and improved their grammar, organization and typing skills. Agency personnel were positive about the project and would like it to be repeated.

COST:

None to the school district.

CONTACT:

David D. Amerman
Livonia Public Schools
15125 Farmington Road
Livonia, Michigan 48154



Mrs. Joan Yamarino

Joan Yamarino is a very active and busy resident of the Westland Convalescent Center. She likes to participate in the arts and crafts activities. Joan also does many crafts of her own.

She says, "I have a hundred different projects started at the same time. I don't know when I'll find time to work on them all.

She finds sewing very relaxing and likes to add details of embroidery onto her dresses.

Currently she is planting her own seedlings and hopes to have healthy full-grown plants by summer.

Her son, Joseph Yamarino, is a junior at Churchill High School. She

Mr. Miro Sichansky

Miro seems to be one of the most interesting people to talk to at Westland Convalescent Center. Miro is 94 years old, and he plans to live to the age of 96. He was born in Europe where he studied English, and was a very good student. He now speaks 18 different languages.

Miro remembers things from when he was younger. One of the things that he remembers quite well is an incident that happened when he was 20 years old. On Sunday April 12, 1912, Miro shot the Governor, Count Andrew Potocki. He did this for the good of the country. The governor was known to be unfair

Students not used to interviewing elderly people sometimes find a few surprises. In one case, as the news story shows, the young reporter discovered she was interviewing an assassin.

EXPLORING UNIONS

Student completing survey dealing with community attitudes towards unions.

ACTIVITY:

In conjunction with a unit on industrialization, two classes of students are given a survey form and required to talk with ten people in the community to get their attitudes about unions. As the students talk with people, they learn about many different jobs. They also find out that many jobs are unionized. People's comments regarding the advantages and disadvantages of unions reinforce what the students learn in class. Students are given a week to complete the project. Each student shares orally at least one contact. Some students find that various careers are interesting enough that they want to explore them further. Some students learn more about their parents' occupations.

TIPS:

1. Students should have studied unionization prior to doing the survey.
2. Students should brainstorm with the teacher the people they might contact.
3. The teacher should check on their progress throughout the week.
4. Students need an instrument to use when taking a survey.

MATERIALS:

Survey form for students.

EVALUATION:

Although students were apprehensive at first about talking with adults, they seemed excited about the contacts as the week progressed. Students gained an awareness of the different types of jobs which are unionized and the different unions representing the workers.

COST:

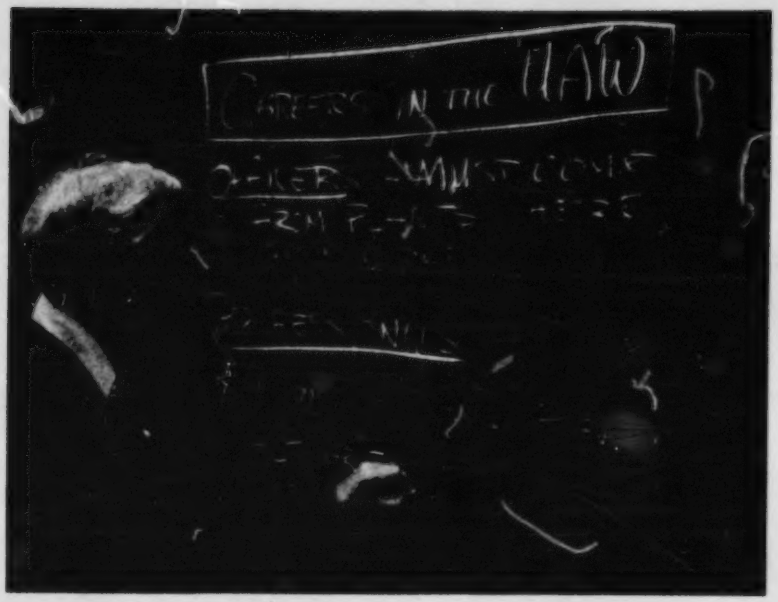
None.

CONTACT:

Nancy L. Stoner
Whittier Junior High School
28550 Ann Arbor Trail
Westland, Michigan 48185

Community resident responding to student survey. Students learn a great deal about interview techniques in such a project.

LEARNING ABOUT LABOR



Career opportunities in the U.A.W. are listed and explored in the classroom.

ACTIVITY:

U. S. history students, in conjunction with a unit on industrialization, participate in a two-part exchange. First, a labor organizer visits the classroom to share information about the organization of unions and some of the accompanying struggles of workers and labor organizers. In addition, career opportunities are listed and discussed. Secondly, students visit the union headquarters and explore various roles there.

TIPS:

1. The speaker should be requested about two weeks prior to date of desired presentation.
2. The speaker should be informed of students' backgrounds and specific questions submitted to the speaker in advance.

MATERIALS:

Evaluation feedback form.

EVALUATION:

Student response was mostly positive. Students took many notes during the presentation and were able to compare knowledge attained from the textbook with that of the speaker. The speaker felt the experience was personally rewarding for him. Evaluation forms were filled out by the teacher, resource person, and students.

COST:

None.

CONTACT:

Nancy L. Stoner
Whittier Junior High School
28550 Ann Arbor Trail
Westland, Michigan 48185

Two high school students reviewing union literature at Solidarity House, U.A.W. Headquarters. The girls are sitting beneath a plaque which commemorates the role of women in the labor movement.

A UNION VIEW

Union representative tells students about the importance of the collective bargaining process to union members.

ACTIVITY:

Guest speakers were invited to a junior high classroom as a part of a short unit on labor unions. Students prepared by reading about unions, discussing terms and concepts and a simulation on the collective bargaining process. The first guest speaker representing a labor union presented a slide show on the union. The speaker then led a discussion on unions as a positive force in helping the American worker achieve better pay, working conditions and hours, and in eliminating discrimination.

After the speaker had left, students raised questions about the validity of some of the speaker's statements concerning what the unions have done for the American worker. We decided to invite two employees from the same union to question them about the benefits the union representative had described. Two weeks later the employees visited our class. Students questioned them and found out that these people agreed with what had been said by the union person. A suggested follow-up activity would be to invite non-union employees and management to get the total picture of how unions have affected the American business community.

TIPS:

1. Work speakers into completed units at the point where students will be familiar with the subject.
2. Familiarize students with a list of related terms so they can understand what is being discussed.
3. Inform the speaker ahead of time of the level of content that is appropriate.
4. Have students make up a list of questions in advance.

MATERIALS:

1. Audio-visual equipment ready if needed
2. Cook, P. The American Struggle. Doubleday, 1974. (ISBN 0-385-07419-0) $4.95.

EVALUATION:

Students were interested in the speakers' presentations and seemed prepared to discuss the material. Part of the unit test dealt with material covered by the speakers and indications from the test showed that objectives were met.

COST:

None

CONTACT:

Ken Lester
Twality Junior High School
14650 S.W. 97th Avenue
Tigard, OR 97223

Representative and employees of a local union

BUSINESSES PAST AND PRESENT

Realtor discusses the growth of his business with students.

ACTIVITY:

High school students were involved in a simulation game designed to trace the economic growth of small community businesses over a 100-year period. The economic periods covered in the simulation were 1890-1900, the Depression and the present.

In order to learn how to set up and run a business, students developed questions to ask various business people in the community. Students contacted the businesses and arranged to visit them. The students returned to class and gave group reports of their findings. The ideas were all recorded on large sheets of paper to see if the suggestions would help them set up a business. Students then became partners in a company (or companies) and plotted the company's growth through the various economic periods.

Students had to simulate the impact of each economic period on their business. One company decided that during the Depression it would not receive enough business to maintain all of its employees, so the company fired two workers. The decisions made by each company during each economic period were recorded on a large sheet of butcher paper. Students discussed how economics affected the different businesses.

TIPS:

1. In reporting back, we had students discuss among themselves what happened on these interviews. They wrote down their experiences individually and then discussed them in their group. A spokesperson was selected to report to the entire class about the group's findings.
2. Provide businesses with an information sheet explaining the purpose of the visit.

MATERIALS:

1. Butcher paper or newsprint
2. Felt marking pens

EVALUATION:

Most businesses did an excellent job of supplying students with firsthand information on the problems of setting up and maintaining a small business. During the simulation activity students used the information they learned from business people to make decisions for their "companies."

COST:

Transportation--school provided free bus tickets for students.

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PIZZA BUSINESS

Students prepare pizza in the school kitchen for sale to their fellow students after school.

ACTIVITY:

The owner of a pizzeria comes into class to demonstrate the making of pizza following the study of a unit in yeast breads during which the students have made pizza. Following the demonstration, the students elect to set up a mini business as an experiment after school. Prior to opening the business, the pizzeria owner agrees to serve as a consultant as the students study business laws, sanitation laws, costs of running a business, profit margins, quality control and other facets of owning a business. Responsibilities allocated each student include publicity, determining costs and ordering supplies, getting permission to use school facilities for preparation and sale of the pizza, organization and clean up details and bookkeeping chores.

Job opportunities are also discussed. The project lasts about six school days and involves thirty junior high students.

TIPS:

1. The community resource person must be articulate and well grounded in the topics under consideration--well selected. Prior visitation and discussion with the person by the teacher is an absolute prerequisite.
2. Students must be well prepared prior to the opening of the pizza business--administrative clearance, funding, supervision and evaluation.
3. Job descriptions must be written.

MATERIALS:

None available.

EVALUATION:

The pizzas were sold and student response to the project was positive.

COST:

$30.00--recouped through profit from the pizza sales.

CONTACT:

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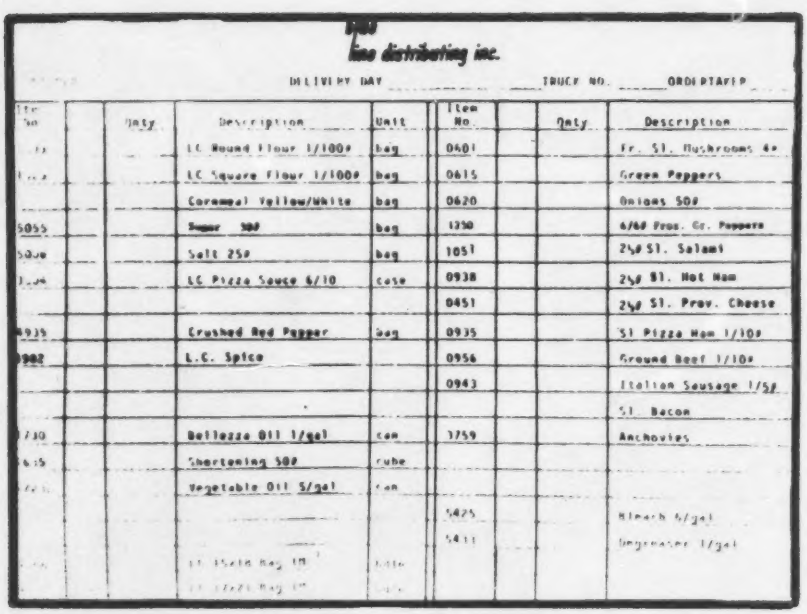

line distributing inc.

DELIVERY DAY _____ TRUCK NO. _____ ORDER TAKEN _____

Item No.		Qnty	Description	Unit	Item No.		Qnty	Description
			LC Round Flour 1/100#	bag	0401			Fr. Sl. Mushrooms 4#
			LC Square Flour 1/100#	bag	0615			Green Peppers
			Caramel Yellow/White	bag	0620			Onions 50#
5055			Sugar 50#	bag	1250			6/60 Pros. Gr. Peppers
5040			Salt 25#	bag	1051			2½ Sl. Salami
			LC Pizza Sauce 6/10	case	0938			2½ Sl. Hot Ham
					0451			2½ Sl. Prov. Cheese
0935			Crushed Red Pepper	bag	0935			Sl Pizza Ham 1/10#
0902			L.C. Spice		0956			Ground Beef 1/10#
					0943			Italian Sausage 1/5#
								Sl. Bacon
7/30			Bellezza Oil 1/gal	can	3759			Anchovies
6015			Shortening 50#	cube				
7015			Vegetable Oil 5/gal	can				
					5425			Bleach 6/gal
					5411			Degreaser 1/gal
			11 15x18 Bag 1M	Case				
			11 12x21 Bag 1M	Case				

As part of their pizza business, students must become familiar with many record-keeping details, such as how to complete a food/supply order.

FEED AND LEARN

Students observed food preparation industry first hand before actually serving their own guests.

ACTIVITY:

Representatives from the food preparation industry are invited to a luncheon sponsored by the home economics class. Students from the tenth, eleventh and twelfth grade plan, prepare and serve food to the guests. Each student sits with a guest and discusses job opportunities, requirements, responsibilities, benefits and other aspects of the food preparation industry. This activity occurs three times with a variety of guests. Students are involved in different phases of the operation each time.

Guests may include a chef from a local restaurant, a waiter/ waitress, a restaurant manager, a health inspector, a baker, a wholesale food dealer, etc.

TIPS:

1. Each student should develop a contract with the teacher to ensure understanding of the student's responsibilities in the project.
2. Responsibilities should be differentiated among students.
3. Each student should plan to interview several guests who represent a variety of backgrounds.
4. The activity is very time consuming in terms of planning.

MATERIALS:

None available.

EVALUATION:

Students were tested on content, class objectives and filled out a project evaluation form. Data collected indicated a better understanding on the part of students about the various kinds of jobs in the field of food preparation. Students were very eager to demonstrate their culinary skills to the guests. They also indicated a high degree of enthusiasm for a repeat of the project.

COST:

Variable; determined by the type of meal planned. In this project, approximately $100.00 was expended, about half raised through bake sales and the rest provided by the school district.

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Livonia Public Schools
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Livonia, Michigan 48154

Many aspects of the food preparation industry were examined. Here a cashier demonstrates.

"REAL LIFE" JOB FAIR

Student, hired by a teacher, changes an oil filter.

ACTIVITY:

A "real life" job fair was held at a local high school. Teachers and administrators listed the jobs available at their homes or in the school. Lawn-mowing, baby-sitting, file cabinet cleaning and information gathering were examples of jobs developed by teachers.

Teachers were instructed to list out the jobs, the necessary skills and anticipated time to perform the job.

The jobs were posted and during the fair students filled out application forms, worked on resumes and practiced interviewing. Teachers were able to help them learn job-finding and getting skills.

Students then negotiated with teachers for the jobs to determine amount of time, skills necessary and a "fair price" for work to be done.

TIPS:

1. The jobs should be real, not just make-work, to increase student's commitment to learning about the hiring process.

2. Schedule enough time for students to browse first, and then interview for specific positions.

MATERIALS:

1. Signs indicating jobs/work available on newsprint.

2. Application forms printed in advance.

EVALUATION:

1. Students evaluated the experience in relation to getting the job and doing the job. Specific responses varied, but all agreed they had benefited from the hands-on experience.

2. Teachers evaluated students on job performance by writing letters of recommendation that focused on student attitudes in getting the job and doing it.

COSTS:

Printed application forms: printshop or donated by a local employer.

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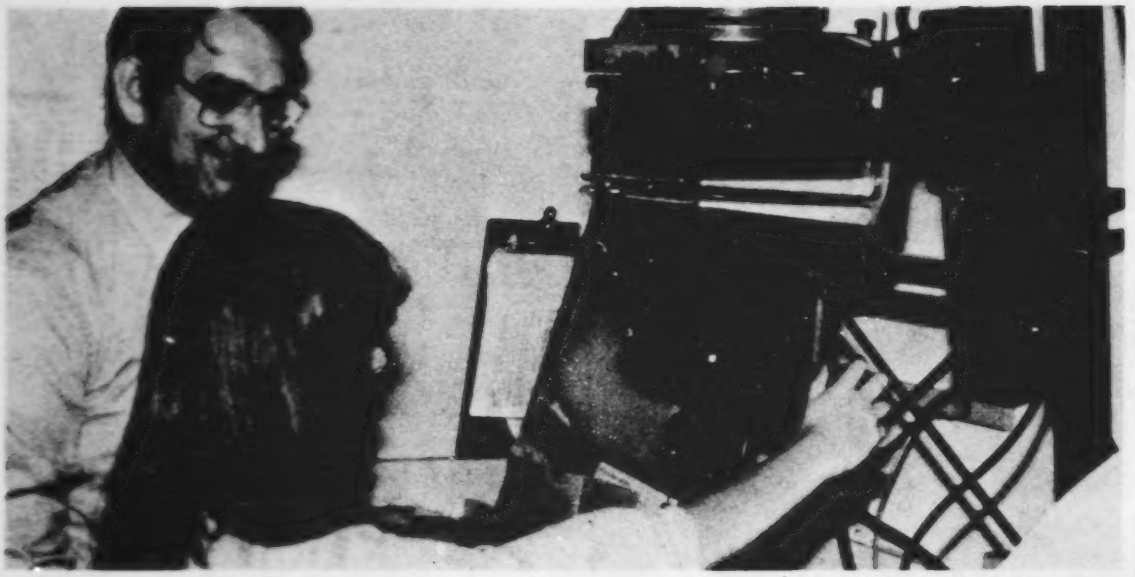
EXPLORING ON YOUR OWN



Graduating senior follows up on her newly discovered interest in photography.

ACTIVITY:

What do you do when a student gets interested in career exploration just when it's time to graduate?

One of our high school students started showing concern about plans for the future right about graduation time. The student had held good jobs over the past two years, had taken some community college courses and had expressed some interest in photography as a career.

After talking with the student, I wrote out a prescription for a "delayed" career exploration. The prescription included several options to consider:

1. Contact the state employment office for help in finding a job related to career interests.
2. Talk to people in the photography business.
3. Explore local and out-of-school programs in photography.
4. Take the "General Aptitude Test Battery."

The student followed the prescription and decided to enroll in photography classes at the local community college.

TIPS:

1. Don't assume that every student is absorbing all we offer in career education.
2. Use "third parties" such as employers and personnel people when figuring out what the student is saying about his or her interests.
3. Don't panic! There are resources in the community to which you can steer a student, even if the student is no longer enrolled with you.
4. Follow up--find out what the student is doing.

MATERIALS:

None

EVALUATION:

In this instance, the student enrolled in a community college and is also employed. The father called to thank me for suggesting the various alternatives that were available and for providing this student with options that had not been considered. I will be checking with the student this summer to find out what approaches were used and with what results. This will give me a chance to suggest further activities.

COST:

None

CONTACT:

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SURVIVING A JOB INTERVIEW

Students fill out job applications prior to "interviews" by community resource people.

ACTIVITY:

Three local business people "interviewed" sixth-grade students for jobs of store clerk, coin counter and car washer. Students understood that this activity was an exercise and they would not actually work at these businesses.

Prior to the day of the interviews, we contacted the three business people and asked them for information about the jobs, which allowed us to make up "want ads" for the positions. We arranged to have at least three parents come to school on the day of the interview. Each parent assisted one of the business persons with a group of students.

On the day of the interview, the students were divided into groups based on the job for which they were applying. The appropriate business person and parent met with their group of students in a designated area of the room. Students were interviewed individually, while the remaining students observed. After all the students in the group had been interviewed, the business person "hired" the most qualified student or students for the job. The business person then explained to the group the reasons why the particular student or students were "hired."

TIPS:

1. Make sure students know in advance what will happen when the business people arrive.
2. Arrange the room to provide designated interview areas for each business person.
3. Have students complete job applications before the business people arrive.

MATERIALS:

1. Duplicated job applications
2. Want ads

EVALUATION:

Students thoroughly enjoyed this activity. It gave them an opportunity to begin thinking about what makes a person qualified for a job. It is an excellent opportunity for students to practice written and oral communication skills.

COST:

Materials for want ads and job applications

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VIDEO INTERVIEW

Students view videotaped job interview.

ACTIVITY:

A large manufacturing firm donated personnel and equipment to create a video-tape of 2 interview sessions.

The 1st interview consisted of a recent high school graduate applying for a job. The student was poorly dressed, slouched in a chair, mumbled responses and had no idea what he could do or wanted to do. A sloppily written application form was used.

The 2nd interview showed the proper procedure and mannerisms - well-dressed, attentive, articulate, etc.

The project was done with a small group of Seniors learning proper job-hiring techniques. They designed and staged the mock interviews to illustrate the right way to apply for a position. They also handled all video equipment and technical aspects with the assistance of the industry representative and teacher.

TIPS:

1. Need to clearly define activities and the importance of each; e.g., script writer, video tape, actors, etc.

2. To ensure the quality and use of the video-tape, this project should be undertaken by a group that has experience using equipment.

MATERIALS:

Equipment donated by public relations/training department.

EVALUATION:

Students learned proper way to conduct interview tudents learned how to work as part of a team on a technical project.

COSTS:

Equipment can be obtained on a donated basis.

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THERE'S MORE TO A BURGER...

Student questions supervisors about job advancement opportunities in the fast-food business.

ACTIVITY:

When two supervisors from a local fast-food chain requested to talk with our high school students about employment, we talked with the supervisors for over an hour, sounding each other out. We planned a format for the visiting speakers and gave them 45 minutes with the entire night-school group. The visiting speakers' presentation included a slide-tape program. The discussion period gave our students--many of whom have worked or work in hamburger places--a chance to "grill" the speakers. Three students found jobs as a result of this program. We decided to do an evaluation of the students' work experience at the fast-food restaurants by interviewing both the students and one of the supervisors to see whether what had been said that first evening at the school was close to reality. The employer felt that the guest visit had helped because the students recruited for jobs had a better idea of what was expected of them and what career possibilities the company could offer. The students felt that they were being treated better at this place of employment, even though the salaries were not high.

This activity is one approach to meaningful career exploration and job placement and could be repeated for a variety of areas.

TIPS:

1. Carefully screen beforehand who the guest speaker will be and what he/she is going to say.
2. Prepare students in advance to ask questions about working conditions and career possibilities.
3. Make enough contacts with both the employer and the employees so that you can be sure of your evaluations.

MATERIALS:

None

EVALUATION:

The one student with whom the employer was most impressed is now actively recruiting other young people to work at his place of employment.

COST:

None

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PROJECT SUBSTITUTE

Classroom enjoys community "substitute" teachers.

ACTIVITY:

In one high school, a program using community resources as speakers for absent teachers was initiated.

Employers and civic leaders were contacted to speak about their vocational and/or avocational interests. They were scheduled in advance and asked to make presentations to a diverse student population whose teachers were absent.

Speakers' presentations lasted for a minimum of one activity period, and in most cases, they agreed to at least two presentations. Other speakers were scheduled accordingly to make up a full day of "substitute" teachers.

Students whose teachers were absent met in the auditorium or cafeteria for informal presentations on various aspects of the world of work.

Advance scheduling allowed other interested classroom teachers to sit in.

TIPS:

1. Coordinating speakers by clusters helps teachers focus classroom discussion on their return.

2. Teacher monitors must be present to greet and introduce speakers and help in keeping groups orderly.

MATERIALS:

Thank-you letters to employers for participating.

EVALUATION:

Questionnaires showed that the program has received enthusiastic responses from the students and the employers. It has now been introduced in a second school. The ultimate goal is for all high schools to operate the program.

COSTS:

Sample Absentees Coverage Comparison

February - June 1978

Teacher absentees - 374
Teacher substitutes - 125
Absentees covered by Project Substitute - 213

Cost of 125 substitutes - @$25 a day = $3,125.
Cost of 213 Project Sub absentees if covered by substitutes @ $25 a day = $5,325.
Cost of monitor = 2,025.

Savings = $3,300.

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• U. S. GOVERNMENT PRINTING OFFICE : 1979 626-123/1524